

**IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILL IN CLASS  
XA OF STATE SENIOR HIGH SCHOOL 1 GAMPING THROUGH  
VIDEOS IN THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**

Presented as Partial Fulfillment of the requirements for the Attainment of a  
*Sarjana Pendidikan* Degree of English Education



By:

**Ragil Safitri  
09202241016**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

**APPROVAL**

**IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILLS IN XA  
CLASS OF STATE SENIOR HIGH SCHOOL 1 GAMPING THROUGH  
VIDEOS IN THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**



Dra. Jamilah, M.Pd.

NIP.19630103 198803 2 002

## RATIFICATIONS

### IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILL IN CLASS XA OF STATE SENIOR HIGH SCHOOL 1 GAMPING THROUGH VIDEOS IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

By:

Ragil Safitri

09202241016

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University in February, 2014 and declared to have fulfilled the requirements to attainment *Sarjana Pendidikan* Degree in English Language Education.

#### Board of Examiners

Chairperson	RA Rahmi Dipayanti Andayani, M.Pd.
Secretary	Ella Wulandari, S.Pd., M.A.
First Examiner	Dra. Nury Supriyanti, M.A.
Second Examiner	Dra. Jamilah, M.Pd.

.....  
.....  
.....  
.....

Yogyakarta, February 2014  
Faculty of Languages and Arts  
Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

19550505 198011 1 001



## PERNYATAAN

Yang bertanda tangan di bawah ini Saya

Nama : Ragil Safitri  
NIM : 09202241016  
ProramStudi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Fakultas : Bahasa dan Seni  
Judul Skripsi : IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILL  
IN CLASS XA OF STATE SENIOR HIGH SCHOOL 1  
GAMPING THROUGH VIDEOS IN THE ACADEMIC YEAR  
OF 2013/2014

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal itu merupakan sepenuhnya tanggung jawab saya.

Yogyakarta, 28 January 2014

The writer,



Ragil Safitri

09202241016

## MOTTOS

*And whenever you give your words, say the truth. (Al-An'am 6:125)*

*Live as if you were to die tomorrow. Learn as if you were to live forever. (Mahatma Gandhi)*

## **DEDICATIONS**

I dedicate this thesis to my beloved mother who always shows great patience, supports, and love to me and to my deceased father who gave beautiful memories in my life.

## **ACKNOWLEDGEMENTS**

All praise to Alloh SWT, for every breath that I take and for His blessing. I would like to acknowledge and thank people who contributed to my thesis. I would like to express my sincerest gratitude to my only supervisor, Dra. Jamilah, M.Pd. for her guidance, patience, advice, corrections, helpfulness, and support. I really could not imagine a better supervisor than she was. I would like to thank all the lecturers of English Education Department, the head master of State Senior High School 1 Gamping, the English teacher of State Senior High School 1 Gamping, and my colleagues.

I realized that my thesis is far from being perfect. Therefore, criticism and suggestions from readers are highly appreciated for the improvement of this thesis. I hope this thesis can contribute to the development of English teaching and learning process.

Yogyakarta, 28 January 2014

The Writer,

Ragil Safitri

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>PERNYATAAN</b> .....	<b>Error! Bookmark not defined.</b>
<b>MOTTOS</b> .....	v
<b>DEDICATIONS</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF FIGURES</b> .....	xii
<b>ABSTARCT</b> .....	xiii
<b>CHAPTER I INTRODUCTION</b> .....	1
<b>A. Background of the Study</b> .....	1
<b>B. Identification of the problems</b> .....	3
1. Students.....	3
2. Teacher.....	4
3. Facilities and Media .....	4
4. Learning Sources .....	5
<b>C. Limitation of the Problems</b> .....	6
<b>D. Formulation of the Problems</b> .....	6
<b>E. Objective of the Study</b> .....	6
<b>F. Significance of the research</b> .....	6
1. The English Teacher .....	7
2. The Students in Class XA of State Senior High School 1 Gamping .....	7
3. The Other Researchers .....	7
<b>CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK</b> .....	8
<b>A. Theoretical Review</b> .....	8
1. Teaching English as a Foreign Language .....	8
2. Teaching Speaking .....	9
a. Characteristics of Spoken Language.....	10
b. Types of spoken language.....	12
c. Micro Skill of Speaking .....	13
d. Criteria of Good Speaking Skill.....	14



e.	Classroom Speaking Activities.....	15
f.	Types of Speaking Performance .....	17
g.	Teaching Speaking in Senior High Schools .....	18
1)	The characteristics of senior high school students .....	18
3.	Media.....	20
a.	Definition of Media .....	20
b.	Functions of Media in Teaching and Learning Process.....	21
c.	Types of Media .....	22
4.	Videos .....	23
a.	Definition of videos.....	23
b.	Types of Videos.....	24
d.	Criteria in Selecting Videos.....	27
e.	The Use of Videos in the Teaching and Learning Process.....	28
f.	Video Teaching Techniques .....	30
1)	Viewing techniques .....	30
2)	Listening (and mixed) techniques.....	32
B.	Related Studies .....	35
C.	Conceptual Framework.....	36
Chapter III	Research Method.....	39
A.	Research Design .....	39
B.	Setting of the Research .....	39
1.	Place .....	39
2.	Time.....	40
C.	Subject of the Research .....	40
D.	Data and Data Collection Techniques .....	41
E.	Data Analysis.....	42
F.	Validity and Reliability.....	43
1.	Democratic Validity .....	43
2.	Outcome Validity .....	43
3.	Process Validity .....	44
4.	Catalytic Validity .....	44
5.	Dialogic Validity .....	44
G.	The Procedure .....	45

1. Reconnaissance.....	45
2. Planning.....	45
3. Action and observation.....	46
4. Reflection .....	46
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>48</b>
A. Reconnaissance.....	48
1. Identification of The Field Problems.....	49
2. Selecting the Field Problems to be Solved .....	55
3. Determining Actions to Solve the Feasible Problems .....	58
B. Implementations of the Actions .....	60
1. Reports of Cycle I.....	60
a. Planning .....	60
b. The Implementation of the Actions and Observations .....	63
2. Report of Cycle 2.....	73
a. Planning .....	73
b. Implementation of the Actions and Observation .....	79
c. Reflections.....	81
C. GENERAL FINDINGS .....	86
D. DISCUSSIONS.....	90
<b>CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS .....</b>	<b>95</b>
A. Conclusions.....	95
B. Implications .....	97
C. Suggestions.....	98
<b>REFERENCES .....</b>	<b>101</b>
<b>APPENDICES .....</b>	<b>103</b>

## LIST OF TABLES

Table 1. The standard competence and basic competence .....	21
Table 2. The data and data collection techniques .....	40
Table 3. The students' pre-test mean scores .....	53
Table 4. The field problems .....	53
Table 5. The feasible problems .....	54
Table 6. The relation of the problems, actions, and expected situations.....	58
Table 7. The teaching and learning process scenario in cycle 1 .....	61
Table 8. The students' mean scores in cycle 1 .....	68
Table 9. The findings of the cycle 1 .....	73
Table 10. The relation of the problems, actions and expected situations .....	75
Table 11. The teaching and learning scenario in cycle 2 .....	77
Table 12. The students' mean scores in cycle 2 .....	82
Table 13. The results of the research .....	87
Table 14. The improvement of students' means score in pre-test and post-test....	89

## LIST OF FIGURES

Figure 1. The actions research procedure .....	47
Figure 2. The schema of the field problems .....	57
Figure 3. The students' mean scores in cycle 1 .....	73
Figure 4. The students' mean scores in cycle 2 .....	87
Figure 5. The students' mean scores in cycle 1 and cycle 2 .....	87
Figure 6. The students' mean scores in pre-test and post-test .....	90



## **ABSTARCT**

### **IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILL IN CLASS XA OF STATE SENIOR HIGH SCHOOL 1 GAMPING THROUGH VIDEOS IN THE ACADEMIC YEAR OF 2013/2014**

**by: Ragil Safitri**

**09202241016**

The objective of this research was to improve the students' English speaking skill through videos in Class XA of State Senior High School 1 Gamping in the academic year of 2013/2014.

This research was an action research and conducted collaboratively with the English teacher. The subjects of this research were 32 students in Class XA of State Senior High School 1 Gamping. The research was conducted in two cycles. The data in this research were in the form of interview transcripts, field notes and students' mean scores. They were obtained by interviewing the English teacher as the collaborator and the students, observing the teaching and learning process, and conducting pre-test and post-test. The instruments of this research were observation sheet, interview guidelines, and speaking scoring rubric. The data were analyzed from field notes, interview transcripts, and students' mean scores. To meet the validity and reliability, the researcher used time and investigator triangulation. In term of validity, the researcher used democratic, catalytic, process, outcomes, and dialogic validity. The procedure of this research followed five steps of action research. Those were reconnaissance, planning, actions and observations, and reflections.

The results of this research showed that the students' speaking skill improved. The improvements were achieved gradually which covered pronunciation, comprehension, fluency, vocabulary, and grammar as well as the students' confidence and participation. The improvements could be seen from the scores of pre-test and post-test. It was 2.1 to 3 for grammar, 2.6 to 4 for comprehension, 2.2 to 3 for fluency, 2.1 to 3.8 for pronunciation, and 2.6 to 4 for vocabulary. All implemented actions were successful to improve the students' speaking skill.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Nowadays, the number of people speaking English increases significantly in the world. As an international language, English brings big contribution to the expansion of English in various public matters, such as in mass media, newspaper, TV program, and the internet. In our country, English also brings big contribution not only in the mass media and technology but also in education. Most state and private schools offer good quality of English teaching learning process as one of their strengths to attract the parents to send their children in those schools.

In our country, the goals of English language teaching in the senior high school are to set the learners to get ready for communication in both spoken and written English and to make the students achieve informational level of communication. It means that through English, the students are able to access knowledge and they are ready to move to the higher education level. In fact, there are many students who are not aware of the benefit of mastering both spoken and written English. Furthermore, the students' English speaking skill is low and they are not confident enough to speak English in front of the class.

Teaching speaking is not an easy job. As a matter of fact, the students have some problems dealing with English, especially in speaking. There are some features that make speaking difficult. Those features are clustering,

redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation and interaction.

In the real communication speaking ability can't be separated from the listening. Speaking is the productive skill and listening is the receptive one. Speaking and listening are closely intertwined in the communication. Effective communication cannot run if those skills do not function well.

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in State Senior High School 1 Gamping. Based on the observation, she found that from four basic skills, speaking was the most difficult skill. She also found that there were some problems that influenced students' development in learning speaking. Those problems were the students' confidence and participation, the lack use of facilities and media, monotonous materials, and uninteresting techniques and activities.

Related to those condition, students can learn best when they are physically, emotionally, and cognitively stimulated and involved in the teaching learning process. So, the researcher should make the teaching learning process more communicative, contextual, attractive, and then the last improve students' English speaking skill.

In fact, the teaching learning process can't run well without any teaching media to support. In other word, media has an important role in the teaching learning process. One of the media that can be used is video. Teaching speaking through videos can be very useful for the effective and joyful

learning. Videos can give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. The students can obtain meaningful contexts for language that is being learned through videos.

For those reasons, the researcher decided to conduct an action research to improve the students' English speaking skill in Class XA of State Senior High School 1 Gamping through videos. To identify and overcome the existing problems, the researcher worked collaboratively with the English teacher and the students of Class XA. Finally, as the problems were solved, the students were expected to be able to improve their English speaking skill.

## **B. Identification of the problems**

In conducting the research, the researcher observed the teaching and learning process to identify the problems in the field. In the observation, she found some information about the English teaching and learning process in the class. There were some problems in the classroom as described below.

### **1. Students**

Based on observation and interview, the researcher found that the problems related to the students were on their participation and confidence. They did not participate actively in the teaching and learning process. Most of them were busy with their phone and some others were talking to their classmates while the teacher discussed the tasks in LKS or asked them to perform in front of the class. Actually, there were a few students who wanted to learn and practice their English but they were not brave enough to find



partners to practice speaking English. It was perhaps due to the fact that they had inadequate mastery of vocabulary, grammar, and pronunciation. Some of the students said that they got bored in the English classes and they wanted to have various activities in the class such as games, song, videos, or movies to keep their motivation in learning English, especially in speaking.

## **2. Teacher**

The problem related to the teacher was the classroom management. He did not do something to attract students' attention to focus to the lesson. Based on the observation in the teaching learning process, mostly the teacher stood in front of the class while he discussed the materials. He rarely went around in the class to check the students' works. The teacher used English and *Bahasa* Indonesia in the classroom. Using *Bahasa* Indonesia was aimed at helping the students to understand some difficult terms or to make clear the instruction. The evaluation was done through weekly assignments by doing some tasks in the LKS. The techniques and activities were applied in the classroom were not interesting in making the students to involve in the teaching and learning process.

## **3. Facilities and Media**

State Senior High School 1 Gamping had 4 laboratories. Those were a biology laboratory, a physic laboratory, a chemistry laboratory, and a computer laboratory. However, this school did not have any language laboratory. There was also AVA room, an Audio Visual room used to support teaching learning process. However, it was rarely used and now it was set up as a classroom for

Class X B. Each classroom was equipped with white board and speaker. However, State Senior High School 1 Gamping only had 3 moving LCD. So, when a teacher wanted to use the LCD, he/she should book it first. However, the LCD was rarely used in the teaching learning process.

In the teaching learning process, mostly the teacher did not use interesting media. He rarely used LCD or even a speaker when they had listening and speaking classes. There was a speaker in each classroom but it was only used when they had a practice for English National Examination.

#### **4. Learning Sources**

The learning materials which were good for maintaining the classroom interaction should provide opportunities for the teacher and students to interact. However, in the teaching learning process, the materials only come from LKS. The materials in LKS did not provide activities to stimulate interaction. Therefore, the learning sources and activities should be communicative and attractive to make the students interested in learning. The students were lack of sources and they were not accustomed to Classroom English. The language used in the classroom were English and *Bahasa* Indonesia.

Considering those problems, the researcher decided to use videos to make the students interested in learning English since they were not interested to take parts in the classroom activities. Moreover, video is audio visual media that can attract the students to learn English, especially speaking. Through videos, students knew what to say and how to say in different situations. Therefore, they could improve their English speaking skill.

### **C. Limitation of the Problems**

Based on the background and identification of the problems, it could be seen that there were some elements which determined the success of English teaching learning process. As described before, those elements were the students, the teacher, the facilities and media, and the learning sources. However, it was not possible for the researcher to study all of those elements. Based on the consideration of time, money, and energy, this study focused on improving the students' English speaking skill in Class XA of State Senior High School 1 Gamping through videos in the academic year of 2013/2014.

### **D. Formulation of the Problems**

The formulation of the problem was represented by the following form of question: "How can videos improve the students' English speaking skill in Class XA of State Senior High School 1 Gamping in the academic year of 2013/2014?"

### **E. Objective of the Study**

In accordance to the formulation of the problems, the objective of the study was to improve the students' English speaking skill in Class XA of State Senior High School 1 Gamping in the academic year of 2013/2014 through videos.

### **F. Significance of the research**

It is expected that this study could give some benefits to the English teaching and learning process in the following ways.

**1. The English Teacher**

It is expected that this research could give new insights to English teachers. The result of the study could give general picture of the successful and effective techniques in teaching speaking. This study was expected to be able to inspire them in implementing effective learning in their class.

**2. The Students in Class XA of State Senior High School 1 Gamping**

This research could give the students in Class XA of State Senior High School 1 Gamping new experiences in learning speaking that could be shared with their new English teacher and friends.

**3. The Other Researchers**

It is expected that this research could be an input or reference for the other researchers in the same topic. Moreover, they could be more creative in designing the activities in the teaching and learning process through videos.



## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Theoretical Review**

##### **1. Teaching English as a Foreign Language**

English has a certain role in each country. It can be a mother tongue, a second language or even a foreign language. The role of English in our country is as a foreign language. Robbinet (1983: 22) says that the term of EFL is often used to refer to teaching English to non-English speakers in situation where it is not the primary language. English is not spoken in our daily life as a means of communication.

In EFL learning, of course, the students are not immersed in an English environment. English is learnt more as a school subject in addition to other subjects in the formal education. As a result, in non-English environment, the students have limited opportunities to practice their English outside their school.

According to Cameron (2001: 11) there are two basic characteristics of foreign language learning. The first is the quantity of the language exposure. The students have very little experience in using the language outside the classroom. They deal with the English probably only through several hours of teaching and learning activities in the classroom. The second is type of language exposure. School hours might be the only opportunity for the students to interact in English, so the activities in teaching learning process should be

design to give them as many as English exposures and provide opportunities to practice. It's the teachers' job to make this positive environment likely to happen.

## **2. Teaching Speaking**

There are many definitions of speaking that have been proposed by experts in language learning. Brown (2001: 267) states that when someone can speak a language it means that he/she can carry on a conversation. In addition, he states that the standard of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other languages speakers.

Moreover, Richards and Renandya (2002: 204) state that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures, expressions, and body language are required in conveying messages directly without any accompanying speech.

Furthermore, as mentioned by Cameron (2001) that speaking is the active use of language to express meaning so that other people can make sense of them. A speaker needs to find appropriate words and grammatically correct to convey meaning accurately.

Finnochiaro and Brumfit (1983:40) state that speaking means giving oral expression to thoughts, opinions, and feelings in term of talk of

conversation. The language learners, in order to be able to do it, should have sufficient knowledge of the sound, structure, vocabulary, and cultural system of English language. The learners need to think about the ideas they want to express. The learners also need to be aware of the appropriate functional expressions as well as grammatical, lexical, and cultural features needed to express the idea.

Furthermore, as said by Harmer (2001:46) that speaking happens when two people are communicating to each other. It is clear that the people have reasons to communicate, may be to say or express something.

Based on some definitions above, it can be concluded that speaking skill is important in communication. Speaking itself can be said as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people without neglecting language accuracy.

#### **a. Characteristics of Spoken Language**

There are two main aspects of speaking according to Nunan (1999). Those are accuracy and fluency. The first is accuracy. It means that the speakers are required to use the correct grammar, vocabulary, and pronunciation. And then, the fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers need to always speak so fast since sometimes pausing is important to clear the meaning.

In addition, Harmer states that there are four necessary language features for spoken production. Those features can be seen below.

### 1) Connected speech

In connected speech sounds are modified, omitted, or added. To be able to speak effectively, speakers need to be able to not only produce individual phonemes but also to use fluent connected speech.

### 2) Expressive devices

Native speakers of English sometimes change the pitch, stress, vary volume, and speed of particular utterances. The use of those devices contributes to the ability to convey meanings.

### 3) Negotiation Language

We often need to ask for clarification when we are listening to someone else talk. Sometimes we do not understand what another speaker said, so we need to clarify to clearer what he/she means.

### 4) Lexis and Grammar

The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language function.

However, most of the English language learners think that speaking is difficult. As stated by Brown (2001), there are some factors that are regarded as being difficult. Those factors can be seen below.

#### 1) Clustering

A fluent speech is not word by word, but it is phrasal.

#### 2) Redundancy

The speaker can provide a clearer meaning for the listeners.

### 3) Reduced forms

Some students who do not learn colloquial contractions sometimes make a poor quality of speaking.

### 4) Performances variables

Performances variables consist of hesitations, pauses, backtracking, and corrections.

### 5) Colloquial language which is often used in informal situation

### 6) Rate of delivery

### 7) Stress, rhythm, and intonation

Different stress, rhythm, and intonation convey different meaning.

## **b. Types of spoken language**

It is important to incorporate types of spoken language into a language course, especially in teaching listening and speaking. There are two types of spoken language according to Brown.

### 1) Monologue

A speaker uses spoken language for any length of time as in speeches, lectures, news broadcast, etc. In monologue, the hearer must process long stretches of speech without interruption and the speaker goes on to speak whether the hearer comprehends or not. The monologue also divided into two, planned and unplanned monologue. The first, planned monologue, such as speeches and other prewritten materials, shows little redundancy and quite difficult to comprehend. On the other hand, unplanned monologue, such as impromptu lectures reveals more redundancy.

## 2) Dialogues

Dialogues involve two or more speakers and it can be subdivided into interpersonal (maintain social relationship) and transactional (convey factual information).

### c. Micro Skill of Speaking

As proposed by Brown (2001: 271), there are some micro skills in speaking. Those can be seen below.

- 1) Producing chunks of language of different lengths.
- 2) Orally producing differences among the English phonemes and allophonic variants.
- 3) Producing English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- 4) Producing reduced forms of words and phrases.
- 5) Using an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
- 6) Producing fluent speech at different rates of delivery.
- 7) monitoring your own oral production and use various strategic devices- pauses, fillers, self corrections, backtracking- to enhance the clarity of the message.
- 8) Using grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.



- 9) Producing speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Expressing a particular meaning in different grammatical forms.
- 11) Using cohesive devices in spoken discourse.

#### **d. Criteria of Good Speaking Skill**

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown (2001:168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

##### **1) Pronunciation**

Based on Longman Dictionary (2000:429) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

##### **2) Fluency**

As proposed by Harris and Hodges (1995:14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

##### **3) Accuracy**

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2002:204). The speakers need to

follow the rules of the language such as grammar and structure to be able to speak accurately.

#### 4) Vocabulary

Based on Longman Dictionary (2002:580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

#### **e. Classroom Speaking Activities**

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. Those can be seen below.

##### 1) Acting from script

In acting from script, the students will be very helped if they are given time to practice their dialogues before the performance.

##### 2) Communication games

Games are designed to stimulate communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

##### 3) Discussion

Discussion is probably the most commonly used activity in the oral skill class. In discussions the students are allowed to express their opinions.

#### 4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

#### 5) Questionnaires

Questionnaires are very useful because they make sure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do, so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires then can be formed as the basis for written work, discussions, or prepared talks.

#### 6) Simulation and Role play

Simulation and role play can be used to encourage oral fluency. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when the teacher teaches expressions. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

## **f. Types of Speaking Performance**

There are six types of classroom speaking performance as described by Brown (2004: 271):

### **1) Imitative**

In this type, for example, learner practices an intonation contour or tries to find a certain vowel sound. This kind of imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

### **2) Intensive**

Intensive speaking move out one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. It can be self-initiated or as part of pair work activity.

### **3) Responsive**

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. Those replies are usually adequate and do not extend into dialogues.

### **4) Transactional (dialogue)**

It means that the dialogue carries out for the purpose of conveying or exchanging specific information.

### **5) Interpersonal (dialogue)**

The aim of interpersonal dialogue is to maintain social relationships than for the transmission of facts and information.

#### 6) Extensive (monologue)

The students at intermediate to advanced level are suitable to practice extended monologues in the form of oral reports, summaries, or short speeches. Those monologues can be planned or impromptu.

#### **g. Teaching Speaking in Senior High Schools**

English has been learnt in any level of education in Indonesia, so has in senior high school. Based on the PP No 19/2005 about the National standard of Education, English is considered as a compulsory subject to be learnt in senior high school. Moreover, English is also included as one of the subject in National examination for senior high school. Thus, English is very important subject to be learnt, not only to prepare the senior high school students to pass the National examination but also to go to higher level of education.

#### **1) The characteristics of senior high school students**

Mostly high school students' age is ranging from 15 to 17 years old. As teenagers, some of them think that school is not a priority. The majority of the students in high schools are not worried about learning. They are more concerned about their physical image, popularity and personal life.

In this age, they seem to have low responsibility. Most of high school students visualize high school as the last opportunity to be immature before heading to college. They are also more impulsive than reflective learners; young people tend to just learn the information and do not seem too eager to find an explanation to everything. They seem to catch the information in a faster way, but at the same time the information is not always learned correctly.

By those conditions, teachers should work hard to find the best way to make them learn and concern to their study.

However, Spratt (2005: 53) states the characteristics of senior high school students as follow.

- a) The students are able to keep still for longer period
- b) The students focus to the lesson for longer periods
- c) The students learn in more abstract ways
- d) The students usually able to control and plan their own behavior
- e) The students did not so willing to make mistakes or take risks
- f) The students are aware of themselves and/or their actions.

As stated in our curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English. That is why the school graduates are expected to reach the informational level. The learners should be able to access information and knowledge to go to the higher level of study.

The researcher focuses on Standard of Competence and Basic Competence for grade X of State Senior High School. The Standard of Competence was limited to the scope of expressing meaning in a transactional and interpersonal dialogue in the context of daily life. The Standard of Competence and the Basic Competency are presented in the table below.

**Table 1 The Standard Competence and the Basic Competence  
(Adopted from BSNP, 2006)**

<b>Standard of Competence</b>	<b>Basic Competence</b>
9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.	9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of <b>thanks, compliments, and congratulations</b> accurately, fluently, and acceptably.
9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.	9.2 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of surprising, not believing, and <b>accepting invitations</b> accurately, fluently, and acceptably.

### **3. Media**

#### **a. Definition of Media**

Spratt (2005: 119) said that teaching media are the resources and equipment that are available in the classroom and can be used in the teaching and learning process. They include cassette recorders, CD players, computers, LCD projectors, visual aids, and the teacher himself/herself.

Media also can be said as any devices that help the teacher to make clear the things that being learnt and discussed in the classroom. Media intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. In the teaching and learning process, media are the teachers' ways to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experiences.

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However, the teachers should select and think carefully about the appropriate media based on the students' needs and the materials.

#### **b. Functions of Media in Teaching and Learning Process**

In the teaching and learning process, the use of media makes the learning become more interesting and can create good atmosphere. Furthermore, Smaldino (2007: 12) explains five roles of media in teaching and learning process:

##### **1) Thematic Instruction**

It is known as the teachers' ways on organizing their instructions around topics.

##### **2) Portfolios**

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

##### **3) Distance Education**

The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.



#### 4) Instructor-directed learning

A common use of media in an instructional situation is for supplementary support of the “live” instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction.

#### 5) Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often “Packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the English teaching and learning process. Media are not only able to be the teacher’s language but also to help adding elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. It is clearly stated that media are very useful and really needed for the teaching and learning process.

### **c. Types of Media**

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which are appropriate to the students in the teaching and learning process.

According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. Furthermore, Alessi (2001) mentions that there are five types of media. Those can be seen below:

- 1) Human-based media: teachers, instructors, and tutors
- 2) Print-based media: books, guidelines, workbooks, and handouts
- 3) Visual-based media: books, charts, graphics, maps, transparencies, and slide
- 4) Audiovisual-based media: videos, films, slide-tape programs, and television
- 5) Computer-based media: CAL (Computer Assisted Learning), interactive videos, and hypertext.

However, the researcher chose videos as the media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation or it can supplement the teacher's explanation. Besides, videos can make students motivated and interested in the teaching and learning process. Videos will be discussed in details in the following section.

#### **4. Videos**

##### **a. Definition of videos**

Richards and Renandya (2002: 364) says that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British ‘body language’ is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Finally, students mostly show an increased level of interest when they have a chance to see language in use as well as hear it.

#### **b. Types of Videos**

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

##### **1) Off-air program**

Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular.

##### **2) Real-world video**

The teachers should not use separately published videotape material such as feature of films, exercise manuals, wildlife documentaries or comedy

provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.

### 3) Language learning videos

It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

#### **c. The Advantages of using Videos in the teaching and Learning Process**

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement.

Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication.

They can be improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), a video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Moreover, Harmer (2001: 284) also states that there are some advantages in using videos in the teaching and learning process:

- 1) Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- 2) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- 3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- 4) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

It is clear from the explanation above that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and much more.

#### **d. Criteria in Selecting Videos**

There are some criteria in selecting videos as proposed by Stempleski (1992).

##### **1) Inspiration, motivation, and interest**

A video should give inspiration, motivation, and build students' interest in learning.

##### **2) Content**

The teacher should make sure that the videos are suitable with the instructional goal and culturally appropriate for the students.

##### **3) Clarity of Message**

The teacher should make sure that the instructional message is clear to the students. For the teacher, it will be a great attempt to prepare the students to understand what they are going to watch.

##### **4) The pace**

The teacher needs to make sure that the pace of the videos should be suitable with the students' proficiency level.

##### **5) The length of sequence of the videos**

- 6) The use of videos
- 7) Availability and quality of related materials

**e. The Use of Videos in the Teaching and Learning Process**

As stated by Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on. Instead of being fun and useful, they can be motivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials available will be suitable for the students and the teaching purposes. Teachers have to select materials with clear objectives, the students' level and interest in their mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

Moreover, Paul also adds that any videos that accompanying course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus. Before using the videos, teachers have to ask themselves about following questions:

- 1) Will the students understand the material?
- 2) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?
- 3) Do I have some really useful activities with which to exploit the material?

- 4) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

On the other hand, it is not always easy to use the video in the classroom. There are also some problems in using videos in the teaching and learning process. Therefore, the teachers need to be aware of those potential problems so that the use of videos in the class will be successful. Those potential problems proposed by Harmer (2001: 283).

- 1) The 'nothing new' syndrome

The uses of videos are not only switching on the monitor in the classroom and then watching the videos. The teachers should provide activities before viewing, when viewing and after viewing videos to encourage the students to speak so it is not just like watching television at home.

- 2) Poor quality tapes and disks

In selecting the video, the teacher also should judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students' interest.

- 3) Poor viewing conditions

It is important for the teachers to make sure that the students can see and hear the video. The monitor must be big enough for the students who sit at the back to see the screen clearly



#### 4) Stop and start

When the teachers constantly stop and start the videos, only showing little bits at a time, it will make the students become frustrated. However, sometimes the teachers do that on purpose, prediction. Therefore, the teachers need to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence.

#### 5) The length of extracts

The teachers should consider the length of the video seriously. Some people think that more than two or three minutes of videos make students to sleep. However, short video sequences between one and four minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating for students.

### **f. Video Teaching Techniques**

According to Harmer (2001: 286), there are some teaching techniques which can be used in the teaching and learning process.

#### **1) Viewing techniques**

This technique has purpose for awaken the students' curiosity, through prediction activities. Therefore, when the students finally watch the video sequence in its entirety they will have some expectations about it. This viewing technique is divided into some technique. Those can be seen below.

##### a) Fast forward

In this technique, the teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed.

It takes only a few seconds. After that, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

b) Silent viewing (for language)

The teacher plays the tape at the normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

c) Silent viewing (for music)

This technique is quite similar with silent viewing for language but here the teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the composer.

d) Freeze frame

The teachers can 'freeze' the picture at any stage during a video sequence. It is useful for asking students what they think will happen next or what the character will say next.

e) Partial viewing

The teachers can show only a partial view of the pictures on the screen to provoke the students' curiosity. The teacher can use pieces of card to cover most of the screen, only leaving the edges on view. The teacher can put little

squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

## **2) Listening (and mixed) techniques**

This technique is designed to provoke engagement and expectations too. This listening technique is divided into some techniques too. Those can be seen below.

### **a) Picture-less listening (language)**

The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.

### **b) Picture-less listening (music)**

The teacher played the videos but without showed the screen, only playing the music. And then, the students can listen to it and then say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place.

### **c) Picture-less listening (sound effects)**

In a scene without dialogue students can listen to the sounds to guess the scene, for example, they hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. After that, they have to tell the story they think they have just heard.

d) Picture or speech

For this technique, the teacher can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

Furthermore, there are also some other techniques in using videos for teaching and learning process as proposed by Paul (2000: 166).

1) The most obvious use of video is for listening comprehension.

In this technique, the teachers show a short section of video, put it on pause, and ask questions about what the people said then show another section. Moreover, the teachers also can ask other questions about the scene and what is happening.

2) The teachers can ask the students to listen for a specific form of functional expressions, for example, thanking and then the teacher should write some examples of expression thanks on the board and ask the students to listen and watch the videos and get them to raise their hands when they hear one. The teacher also can press the pause button to stop the video after selected forms of functional expressions and ask the students to repeat what the last speaker in the video said. It makes the students listening attentively and focuses on the forms or expressions that teachers have selected.

3) The teachers can use the pause button to stop just before speaker in the video says something that teachers want to focus on and ask the students to predict what that speaker is going to say.

In addition, Harmer (2000:286) proposes three steps in integrating videos into classroom instruction effectively. Those are pre-viewing, while-viewing, and post-viewing. From each step, English teacher can choose the most appropriate activities for their students.

#### 1) Pre-viewing

It is done before assigning the students to watch the videos. The students can follow the activities as presented below.

- a) Free writing on the questions about the events.
- b) Predicting events.
- c) Discuss the videos from the title.
- d) Pre-teaching any unusual vocabulary and grammatical points in context.
- e) Practice to pronounce words to develop their aural perception of the words.

#### 2) While-viewing

While viewing the videos, the English teacher can assign the students to:

- a) Watch for relaxation without taking the notes.
- b) Identify general topics.
- c) Make more detail information on the second viewing.
- d) Check information with the students' partner or group.

- e) Focus on detail like signs, notices, building, or vehicles.
- f) Work in pair, for example, student A closes his eyes, while student B watches the videos and then tells what happen in the videos to A.
- g) Listening for general comprehension and specific information.

### 3) Post-viewing

After finishing watching the videos, the English teacher can ask the students to do the following activities:

- a) Review and answer general comprehension questions.
- b) Describe scenes, people, objects, etc.
- c) Discuss events, body language, or predict the end of the videos.
- d) Predict the outcomes of events.
- e) Information-gap activity.
- f) Viewing and generating appropriate dialogues for the scene.
- g) Practice stress and intonation by asking the students to mark them on the video transcripts and then imitate.
- h) Make a role-play
- i) Watch and summarize a short paragraph of what they have heard.

## **B. Related Studies**

There were some previous studies showing that the use of videos in English teaching and learning process could improve the students' English speaking skill. Erita Budiarti (2012) conducted a research in SMA Berbudi on March, 2012, during the second semester of the academic year of 2011/2012. Her research study was successful to improve the English speaking skill. The

actions carried out in two cycles were effective in improving the students' motivation, self confidence, vocabularies and pronunciation. The actions consisted of the use of videos as modeling of the input text combining with the use of communicative speaking activities, such as games, discussions and role plays. The findings in her research were:

1. First, the action using video could attract students' attention and motivation in the teaching and learning process. The use of videos also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings.
2. Second, the combination of the use of video and the communicative speaking activities, such as discussions, games and role plays were able to make the students speak English. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases.

The next relevant study was from Chen (1998). She used videos in the form of situation comedy (sitcom) in the Junior college. She used off-air video recordings, in which the form of the videos was sitcom programs from Disney or NBC channel. The results of the study showed that the speaking English teaching could be more effective with the integration of authentic video materials in general at various levels, not just the situation comedies for junior college students.

### **C. Conceptual Framework**

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they speak with others. However, it becomes a complicated process to the students because they have limited vocabularies and grammar knowledge.

Teaching and learning process cannot be separated from the use of media because media are considered as teacher's language. Media are tools that facilitate the tasks of language learning. There are six kinds of media: text, audio, visuals, video, manipulative and people. In this research, the researcher decides to use videos as the media in teaching speaking. According to Harmer (2001), videos can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. It is clearly stated that videos can support the teaching and learning process. Besides, videos can combine the audio and visual elements that other media cannot do. Therefore, the students can learn a language by listening how native speakers pronounce some words and also by observing their facial expressions. These advantages can be maximally used in teaching and learning of speaking to improve the students' speaking skill.

Considering the need on improving the students' speaking skill, the researcher found out that the use of videos in the teaching and learning process could improve the students' speaking skill. Therefore, the researcher intended to conduct an action research to improve the students' speaking skill in State



Senior High School 1 Gamping since there were some problems in the English speaking teaching and learning process. She worked collaboratively with the English teacher and students in Class XA of State Senior High School 1 Gamping. The collaborative work aimed at improving the students' English speaking skill in Class XA of State Senior High School 1 Gamping.

## **Chapter III**

### **Research Method**

#### **A. Research Design**

This research is an action research. Burns (1999:30) defines action research as the application of fact finding to practical problem solving in social context by involving the collaboration and cooperation of researcher and practitioner.

Action research involved *action*. It sought to bring about change, specifically in local education contexts. It was also *research* because it entailed the collection and analysis of data. Finally, it was *collaborative*, teachers worked together to examine their classrooms.

This research focused on the effort to improve the students' English speaking skill in Class XA of State Senior High School 1 Gamping through videos. This research study was implemented in the form of collaborative action research. The research was conducted collaboratively with the English teacher and the students.

#### **B. Setting of the Research**

##### **1. Place**

The research was done in State Senior High School 1 Gamping. It was located in Tegalyoso, Banyuraden, Gamping, Sleman, Yogyakarta. This school did not have any language laboratory but there were biology, chemistry, and computer laboratory. There was a library fitted with many English books and

English magazines. This school was completed with a mosque, a cafeteria, a health center, toilets, teachers' office and headmaster office.

## **2. Time**

This action research was started with an observation on 25 September 2013. The observation was done to identify the problems in English teaching learning process in Class XA of State Senior High School 1 Gamping. There were three main problems. The first was the techniques and activities were not interesting in stimulating the students to speak. The second was the lack use of media and the last was the materials that were monotonous. Based on the discussion with the English teacher, the research decided to use videos to improve the students speaking skill. There were two cycles in this research with two meetings on each cycle. The first cycle was done on 16 and 19 October 2013 while the second cycle was done on 23 and 26 October 2013. Moreover, there were also pre-test and pot-test. The pre-test was done on 12 October 2013 while the post-test was done on 2 November 2013.

### **C. Subject of the Research**

The research involved the English teacher as the collaborator and the students in Class XA of State Senior High School 1 Gamping. There were 20 female students and 12 male students, so the total was 32 students. I decided to conduct the research in this class since the English teacher as the collaborator, recommended this class. Moreover, based on the interview and observation, there were some problems in speaking teaching and learning process in this class for examples not all students participated actively in the classroom activities and they easily got bored during the teaching and learning process. I

decided to improve their speaking skill through videos combined with other interesting activities like games and role-play to attract their interest in learning English.

#### **D. Data and Data Collection Techniques**

In this research design, the collected data were qualitative in nature. However, there were quantitative data from students' pre-test and post-test mean scores. The qualitative data were obtained by interviewing the English teacher and the students in Class XA of State Senior High School 1 Gamping and observing the teaching learning process. The data from the interviews and observation were transferred into interview transcripts and field notes. The quantitative data gained from pre-test and post-test and the students' performances in each meeting of the cycles. The table below shows the detail information on the data, instruments of the research and data collection techniques.

**Table 2. The data and data collection techniques**

<b>No</b>	<b>Data</b>	<b>Instruments</b>	<b>Data Collection Techniques</b>
1	Qualitative a. Field notes  b. Interview transcripts	- Observation sheets  - Interview guidelines	- Observation  - Interview
2	Quantitative a. Mean Scores	- Speaking rubric	- Test

### **E. Data Analysis**

The data in this research were analyzed through five steps data analysis proposed by Burns (2010). Those were assembling data, coding data, comparing the data, building interpretation, and reporting the outcomes.

First, the data of the research were assembled for rereading the data to get the important points. Then broad patterns of data were created to see what fit together. Second, the data were coded based on the broad patterns which had developed before. The data were refined by coding the data into more specific categories. Third, if the coding was complete then the categories of data from different sets of data were compared to see the similarities or differences between the data. After that, some tables were drawn to set out and show the data. Then, the data interpretations were built. The final stage was reporting the outcomes. It was done by presenting the report of the research study to others.

The researcher followed the data analysis steps above. The researcher collected the results of observation in the form of field notes and reread them. After that, the board patterns were built and compared with other form of data, such as interview transcript, the students' mean scores in pre-test, post-test and the students' mean scores in each meeting. The students' mean score of pre-test and post test also compared to see the improvements. And then, the results of the students' speaking improvements from pre-test and post-test were compared to the result of the classroom observation. The next, the researcher

drawn the tables to show the data. After that the researcher interpreted the data which had been compared or contrasted. The last step was reporting the results.

## **F. Validity and Reliability**

Related to the validity of the data, there were five criteria proposed by Anderson *et al* in Burns (1999: 161) called democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. They were employed to fulfill the validity of the research.

### **1. Democratic Validity**

This validity was related to the stakeholders' chance to give their personal opinion, ideas, and comments about the implication of this action research. In this research, the democratic validity was fulfilled by having discussion with the member of the research: the English teacher as the collaborator and the students in Class XA of State Senior High School 1 Gamping of course. During the discussion they were given opportunities to give their ideas, comments, and suggestion toward this research.

### **2. Outcome Validity**

Outcome validity related to the outcome achieved by the researcher. To fulfill this outcome validity, the research should show students' improvements on their speaking skill. The indicators that showed the improvements of the students' English speaking skill were formulated as follow.

- a. The students were willing to answer the teacher's questions in English.
- b. The students were not afraid to speak in English.
- c. The students were confident enough to speak in English.

- d. The students accustomed to Classroom English.
- e. The students participated actively in the classroom activities.

### **3. Process Validity**

In order to gain the process validity, the researcher collected the data by doing observation and taking notes during the research. The researcher noted anything happened in the teaching and learning process. The researcher fulfilled the process validity by following the four steps in conducting action research proposed by Kemmis and McTaggart. Those were reconnaissance, planning, action and observation, and reflection.

### **4. Catalytic Validity**

It was related to the extent to which the researcher allowed participants to deepen their understanding of the social realities of the context and how they could make change within it.

### **5. Dialogic Validity**

It was a process of peer review that was commonly used in academic research. In this research, there were dialogues with the English teacher and students to determine the next actions, success and weaknesses of the actions.

Furthermore, related to the reliability or trustworthiness of the data, the researcher used time triangulation and investigator triangulation as proposed by Burns (1999:272).

Time triangulation was used in this research since the data were collected over a period of time to identify the factors involved in the change process. The researcher used investigator triangulation in which there was

more than one observer in the same research setting to avoid observer bias and provided checks on the reliability of the observations. The English teacher as the collaborator observed the teaching and learning process conducted by the researcher during the study. In this research, the collaborator and the researcher collected the same data about the teaching and learning process on the way the researcher presented the materials, the students' attitude in the classroom, etc. The results were transferred into field notes. After that, the researcher and English teacher crosschecked the data to see the similarities of the data.

## **G. The Procedure**

To carry out the actions, the researcher used the procedure of action research proposed by Kemmis and McTaggart in Burns (2010). The procedure of this research could be seen below.

### **1. Reconnaissance**

In this step, the researcher found out valuable information concerning the students' speaking skill. The researcher identified the existing problems and obstacles in the English teaching learning process by observing and interviewing the teacher and the students.

### **2. Planning**

After doing the observation and interview in reconnaissance stage, the researcher made some plans to determine feasible actions to be implemented in the field. In planning the actions, the researcher worked together with the English teacher. The plan for this action research was using videos to improve the students' English speaking skill.



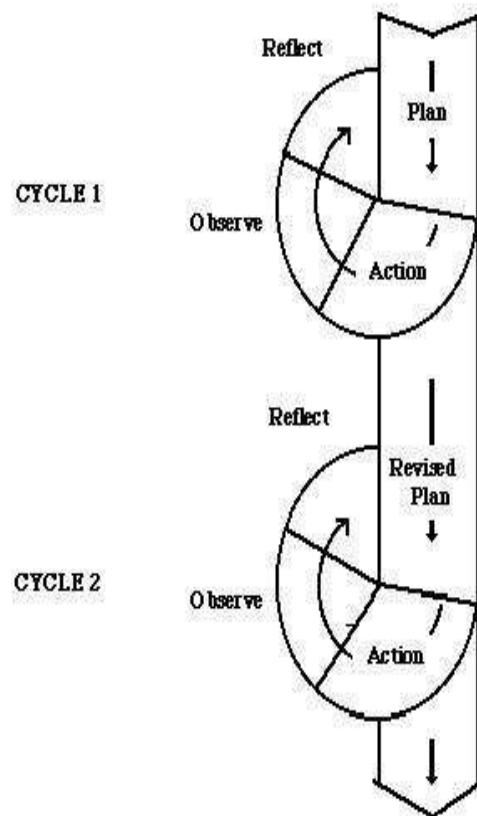
### **3. Action and observation**

In this stage, the researcher carried out the actions that had been planned before. The actions implemented in two cycles. All activities in the classroom during the implementation of the actions were recorded and analyzed.

### **4. Reflection**

The researcher and the collaborator made some notes and reviews on the changes during the implementation of the actions. The reflection was carried out to decide whether another cycle was needed or not. If the actions were successful, the researcher continued to implement the actions to the next cycle. However, if the actions were not successful, the actions were modified or other suitable actions were implemented in the next cycle to solve the existing problems.

**Figure 1. The Action Research Procedure**



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

The previous chapter describes the research method used in this study. This chapter presents some research findings and discussions of the findings in the form of qualitative data. In addition, this chapter provided quantitative data to support the qualitative. The research consisted of two cycles, cycle 1 and cycle 2, in which each cycle covered planning, actions and observations, and reflections. The details of this chapter are presented below.

#### **A. Reconnaissance**

This research was an action research study. It aimed at improving students' speaking skill in Class XA of State Senior High School 1 Gamping. The Researcher used videos as the media to give an appropriate speaking model to improve students' English speaking skill.

There were some steps in conducting this research. Those were reconnaissance, planning, actions and observations, and reflections. In the reconnaissance process, the researcher identified the field problems in the English teaching and learning process by conducting observation and interviews. The next step was planning. Based on the field problems, the researcher designed some actions which were feasible to be implemented. In the actions and observations, the researcher implemented the actions that were planned. After that, the researcher observed and evaluated the actions whether videos as the teaching media were effective to improve the students' speaking

skill or not. The last step was reflections. In this step, the researcher, the English teacher and the students in Class XA of State Senior High School 1 Gamping identified the success and unsuccessful actions. Thus, the researcher and the English teacher as the collaborator could make the next plans for the next cycle. The following explanation describes further procedure of the research.

### 1. Identification of The Field Problems

To identify some problems found in the English teaching and learning process in Class XA of State Senior High School N 1 Gamping, I conducted an observation and interviews. I observed the teaching and learning process once. The observation conducted on September 25, 2013 and the researcher recorded some problems related to the English teaching and learning process, especially speaking. Based on the observation, I found problems in the English teaching and learning process. The detail situation and condition of the English teaching and learning process in Class X A was in the following field notes.

#### Appendix

##### FN.03

1. ET started the class with greeting and praying. ET asked the students to open their LKS. While they took and opened the LKS, the ET said, "*Did we learn verb yesterday?*" No one responded, and then ET asked Igan to mention some Verbs. After thinking for a while, he said, "*Yes, sir. Work, give, went walked, swim, spent, get.*" ET complimented him.
2. ET asked all the Ss to look at a recount text entitled, 'Joining a Traditional Dance Competition' ET said, "*Now we are going to talk Task 23, Annisa please read the first paragraph.*" Annisa started to read the first paragraph and sometimes the ET corrected her pronunciation and intonation. However, the other students were busy talking to others and some played their phones.

3. The ET asked Abiyyu to read the next paragraph. He pronounced some words incorrectly and the ET corrected them and asked all the SS to repeat after him. The ET ET said, *"This is a story of a writer, she tells how she doing make up. Can you guess what the writer's job is?"* No one answered then he asked Miara but she said, "I don't know sir." The ET repeated the question once and there was a students, Frida answered it. "Artist" ET said she was right and then complimented her. *"That's right, artist since she need to be make up."*
4. The next was Nasis's turn to read the last paragraph. After he read the last sentence, the ET asked all Ss to repeat it. *'He was an angel and all of us who knew him were lucky.'* The ET asked why the sentence uses 'him'. No one answered, after a few second later, Frida said *"Pronoun"* ET said it was right, and complimented her.
5. ET wrote all pronouns and gave example on how to use them on sentences on the board. However, there were only some students who listened to his explanation.
6. ET asked all Ss to write them down on their book and the ET went around checking his Ss notes. And then, the ET asked the Ss to do Task 22. A few minutes later, the ET asked them to answer it orally one by one. No one wanted to answer so the ET decided to appoint them.
7. The ET gave another example of a recount text. It was about his experience in Senior High School up to he decided to become an English teacher. He told his experience orally in front of the class. After that the ET asked his Ss to make a recount text based on their experience and told it in front of the class. ET asked Frida to come to the front and tell her story. She was not confident enough, but her pronunciation was quite fluent instead of there were some mistakes. All Ss gave applause and the ET complimented her.
8. The ET asked the other Ss to come to the front and tell their story. However, the bell rung and they ended the class. The ET said that they will continue the story in the next meeting. The ET ended the class with praying and greeting.

From the observation, it could be seen that the students were afraid of speaking in front of the class. They seemed bored during the teaching and learning process. In addition, they also often did not give responses to the teacher's questions in English. They used incorrect pronunciation and intonation. Moreover, the materials were lack of visual aids and the teacher did not use interesting media in teaching learning process.

After conducting the observation, I conducted interviews with the English teacher and the students regarding the teaching and learning process. The quotations of the interviews can be seen in the following interview transcript.

## Appendix

### IT.01

P : *Bagaimana kemampuan berbicara siswa Pak?* (**How is the students' speaking performance in the classroom?**)

GBI : *Ada sebagian yang aktif dan yang lain kurang lancar dan percaya diri, mungkin penguasaan vocabnya masih minim. Pronunciation dan intonationnya harus ditingkatkan.* (**There are some active students. The others are not fluent and not confident enough to speak. It is possibly caused by lack of vocabulary mastery. Their pronunciation and intonation also need to be improved.**)

P : *Kalau media yang dipakai pak?* (**How about the media, Sir?**)

GBI : *Dialognya atau percakapan dari LKS dan saya beri contoh mengucapkannya dan mereka menirukannya.* (**The conversations or dialogues are taken from LKS and then I give them the example how to read and asked them to repeat.**)

P : *LCDnya bisa dipakai pak?* (*Can we use the LCD Sir?*)

GBI : *Bisa mbak, pinjem dulu ke Bu Ari di TU. Sepertinya ada tiga kabel VGA LCD. Silahkan kalo mau dipakai, itu jarang dipakai mbak.* (**Of course, but first you need to borrow it from Bu Ari. I think there are three VGA cables that can be used for the LCD. You can use them. They are rarely used.**)

P : *Terimakasih pak. Ada kesulitan mungkin dalam mengajar speaking di kelas XA?* (**Thank you sir. Do you find any difficulties in teaching speaking in X A Class?**)

GBI : *Tentu saja mbak, nggak semua siswa aktif di kelas. Beberapa siswa juga kurang fokus dan nggak memperhatikan kadang. Inputnya mereka juga berbeda kan asal SMPnya juga beda. Penguasaan*

*vocabnya juga masih kurang. Ada siswa yang kurang pede, mungkin takut salah ngomong. (Of course, not all students are actively involved in the classroom activities. Some students do not really pay attention or focus to the lesson. They come from different junior high school so they have different ability in English too. They are still lack of vocabulary mastery. Some students are not confident enough to speak; probably they are afraid of making mistakes.)*

Based on the interview transcript above, it could be seen that the students possessed different basic knowledge of English because of the different English teaching and learning process in various junior high schools. The English teacher said that not all students in Class XA were actively involved in the classroom activities. They still need to improve their pronunciation and intonation to be able to speak fluently.

To get additional reconnaissance data, I conducted interviews with some students in Class XA of State Senior High School 1 Gamping. The following are some quotations of the interview transcripts with those students that show their opinions toward English speaking.

#### **Appendix IT.02**

P : *Bahasa Inggris menurutmu mudah atau susah? (What do you think about English, is it easy or difficult?)*

S2 : *Gampang tapi susah. (Easy but difficult)*

P : *Kok bisa? (Why?)*

S2 : *Kadang jawabannya ada di teks. Baca dulu baru bisa jawab, kalo nggak paham ya Google translate. (Sometimes I can find the answer in the text. We should read first to be able to answer the question in a text, if I do not understand I will use Google translate.)*

S12 : *Menurutku juga gitu Miss, bener Abi jawaban ada di teks tapi ya*

*susah kalo nggak tahu artinya. (I think so miss, Abi is right, the answers are in the text. However, it is difficult when I do not know the meanings.)*

P : *Nggak boleh ya pake Google translate. Pak guru pakai media yang menarik kayak video, LCD, atau filem pendek mungkin? (You can't use Google translate. Do your English teacher used interesting media like pictures, LCD, video, or short movie?)*

S12 : *Nggak pernah Miss. (No, never Miss.)*

P : *Seneng nggak belajar pakai LKS? (Do you like learning from LKS?)*

S2 : *Jelas nggak, bikin ngantuk. (Of course no, it makes me sleepy)*

Based on the interview transcripts above, it could be seen that the students faced some problems in English teaching learning process. They had problems in understanding the text and they got bored and were sleepy during the teaching and learning process. The materials taken from LKS were not effective and communicative enough to help the students to speak confidently.

In this identification step, I conducted a pre-test to measure the students' speaking skill. It was done on October 12, 2013. First, I told the students about the topics tested and given short explanation on the required language functions. The English teacher and I were the ones who scored the pre-test and post test. This was done to fulfill the reliability.



**Table 3. The Students' pre-test mean scores**

Indicators	Mean scores
Comprehension	2.6
Fluency	2.2
Grammar	2.1
Pronunciation	2.1
Vocabulary	2.6

From the result of the observation and interviews, the collaborator and I identified the problems related to the English teaching and learning process in Class X A. The problems can be seen in Table 2 below.

**Table 4. The field problems in X A Class of State Senior High School 1 Gamping**

No	Problems	Code
1	The students had different basic knowledge of English.	S
2	The students were afraid of speaking in front of the class.	S
3	The students easily got bored in the teaching and learning process.	S
4	The students did not pay attention to the teacher.	S
5	The students often did not give response to the teacher's questions in English.	S
6	The students used incorrect pronunciation and intonation.	S
7	The students had low vocabulary mastery.	S
8	Not all students participated actively in the classroom activities.	S
9	Students had less opportunity to practice speaking in the class.	S
10	The students made a lot of noise during the teaching and learning process.	S
11	The students were not familiar with Classroom English.	S
12	The teacher did not apply various teaching technique and activities.	Tec
13	The students sometimes did not understand the teacher's instructions.	S
14	The media were not interesting to stimulate students to learn speaking.	Med
15	The materials were not varied.	M

**Notes:****S**=Students**Med**= Media**Tec**=Techniques**M**= Materials

## 2. Selecting the Field Problems to be Solved

From the field problems, it could be seen that the problems occurring during the English teaching and learning process related to the students, English teacher, materials, and teaching media. By considering the limitation of the time, fund, and energy, I could not cover all the field problems to be solved. Therefore, the English teacher and I selected the problems based on the urgency and feasibility. There were some feasible problems related to students' English speaking skill in the teaching and learning process based on the result of the discussion. They can be seen in the following table.

**Table 5. The feasible problems**

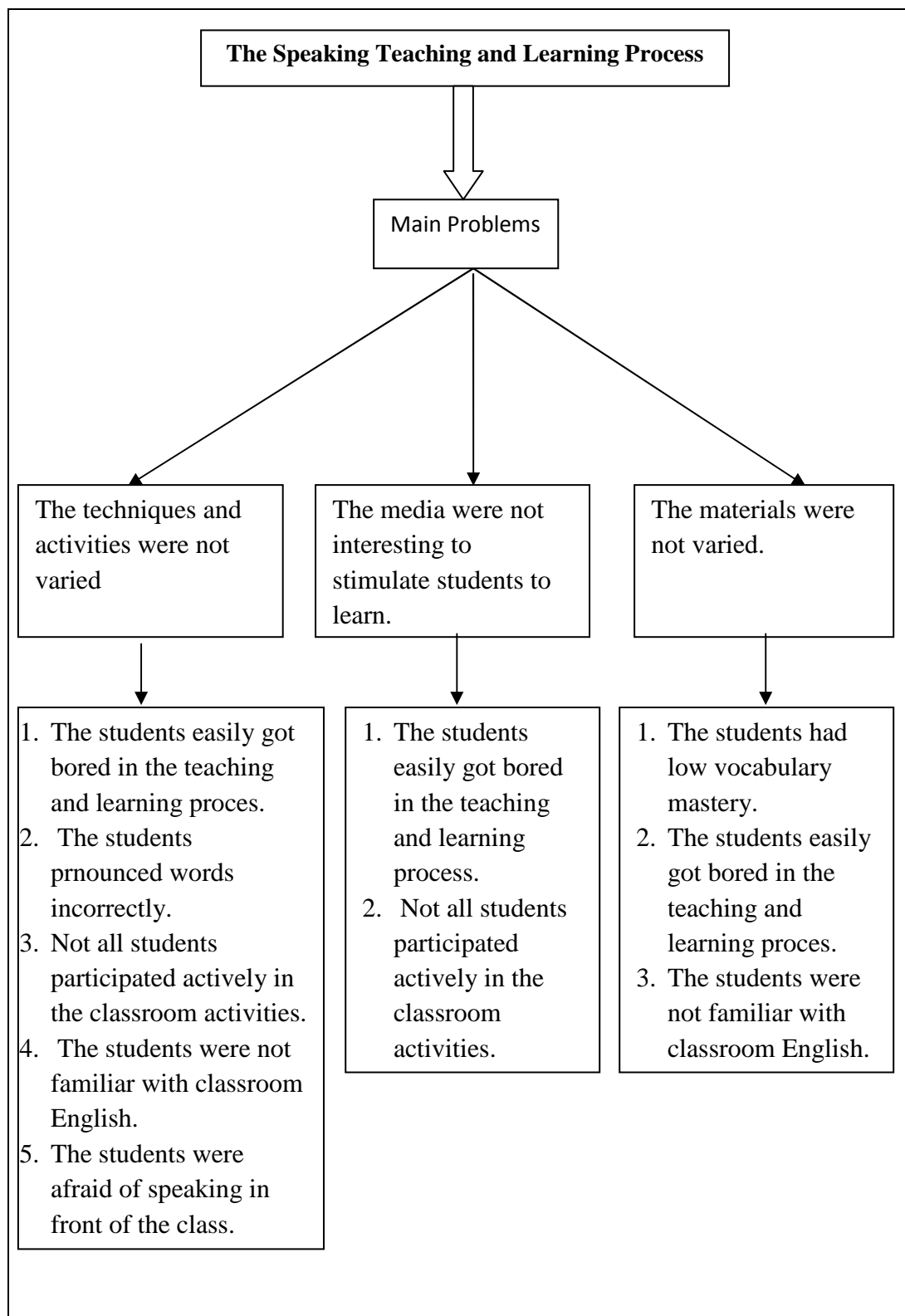
No	Problems	Code
1	The students were afraid of speaking in front of the class.	S
2	The students pronounced words incorrectly.	S
3	The students had low vocabulary mastery.	S
4	Not all students participated actively in the classroom activities.	S
5	The techniques and activities were not varied	Tec
6	The students were not familiar with classroom English.	S
7	The media were not interesting to stimulate students to learn speaking.	Med
8	The students easily got bored.	S
9	The students did not understand the teacher's questions and instructions.	S
10	The materials were not varied	M

After selecting the field problems based on the urgency level and feasibility, the English teacher and I conducted a pre-requisite analysis to find causes and relationship of the problems in the field. This step was needed to see a clear view of the causes from which appropriate actions towards the problems could be generated. The result of the discussion was that the English

teacher and I had the same ideas of the causes of the problems. There were three main problems which caused the other problems.

The first was the techniques and activities were not varied. This problem caused some other problems like the students easily got bored in the teaching and learning process; the students pronounced words incorrectly; not all students participated actively in the classroom activities; the students were not familiar with classroom English; and the students were afraid of speaking in front of the class. The second main problem was the media were not interesting to stimulate students to learn English so that the students easily got bored and not all students participated actively in the classroom. The last was the materials were not varied. Since the materials were only taken from LKS, the students had low vocabulary mastery and were lack of English exposure. The schema of the main field problems can be seen below.

**Figure 2. The schema of the main field problems**



### 3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems and their possible causes mentioned above, the English teacher and I had a discussion to design some actions to overcome the problems. First, videos were used as the media to give the students a speaking model of the target language and to present the materials. In addition, in this research, the teaching technique was PPP (*Presentation, Practice and Production*) technique. Second, in line with the use of videos, some communicative activities such as games and role-play were applied to make the teaching learning more enjoyable and to give the students sufficient opportunity to practice speaking.

In addition, the English teacher and I decided to use Classroom English during the teaching learning process so that the students could carry out conversations using English in the real context and could apply the information they got from the video. The next action was communicating the objectives of the lesson to the students. It aimed at making the students knew what they were going to learn. The students could be more motivated if they knew the purpose of their learning. Therefore, the students would be interested in learning speaking.

To support those actions mentioned above, the English teacher and I decided to apply various techniques and activities. The video teaching technique used in this cycle was Listening comprehension technique. The videos played at normal speed and sound so that the students could get as much as information from the videos. Moreover, the English teacher and I agreed to

have games and role-play so that the students participated actively in the teaching and learning process. The last action was providing handout containing interesting materials. The English teacher and I had discussion to design the materials. They were adapted from course books and internet. The relation between the actions, main problems, and the expected situations or results could be seen below.

**Table 6. The relation of the problems, actions and expected situations in cycle 1**

No	Problems	Actions	Expected Situations
1	<ul style="list-style-type: none"> <li>- The media were not interesting to stimulate students to learn.</li> <li>- The materials were not varied</li> <li>- The students easily got bored in the teaching and learning process.</li> </ul>	Using videos as media to give an appropriate speaking model for the students	<ul style="list-style-type: none"> <li>- The students know what to say and how to say in certain situations.</li> <li>- The students were interested in learning English.</li> <li>- The students got an appropriate speaking model.</li> </ul>
2	<ul style="list-style-type: none"> <li>- The techniques and activities were not varied.</li> <li>- Not all students participated actively in the classroom activities.</li> <li>- The students pronounced words incorrectly.</li> <li>- The students were afraid of speaking in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Using interesting techniques and activities</li> <li>- Communicating the objective of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- The students actively participated in the classroom activities.</li> <li>- The students were able to speak appropriately.</li> <li>- The classroom atmosphere was good for students to learn.</li> <li>- The students were confident enough to speak in front of the class.</li> </ul>
3	<ul style="list-style-type: none"> <li>- The students were not familiar with classroom English.</li> <li>- The students had low</li> </ul>	Applying Classroom English	<ul style="list-style-type: none"> <li>- The students used to hear English instructions and questions.</li> </ul>

	vocabulary mastery.		<ul style="list-style-type: none"> <li>- The students had more exposures.</li> <li>- The students knew more vocabulary.</li> </ul>
4	<ul style="list-style-type: none"> <li>- The students had low vocabulary mastery.</li> <li>- The students easily got bored in the teaching and learning process.</li> </ul>	Giving handout containing various and interesting materials	<ul style="list-style-type: none"> <li>- The students had more exposures.</li> <li>- The students knew more vocabulary.</li> <li>- The students were interested in learning English.</li> </ul>

## **B. Implementations of the Actions**

### **1. Reports of Cycle I**

#### **a. Planning**

After determining the field problems to be solved and designing the actions, I designed a course grid that could be seen on the Appendices. As stated above, the actions in this research focused on improving the students' English speaking skill through videos as media to give an appropriate speaking model to the students. The actions designed were expected to create the following situations.

- 1) Students could actively participate in the classroom activities.
- 2) Students could be more confident in speaking English.
- 3) The students could improve their vocabulary mastery.
- 4) Students could communicate fluently and accurately in English.

In order to make those conditions happened, the English teacher and I agreed to have two meeting for the first cycle. Based on the result of the discussion with the English teacher, the topics are on how to express thanks and congratulations. The videos were selected from [www.britishcouncil.com](http://www.britishcouncil.com) and

[www.youtube.com](http://www.youtube.com). The videos duration was only 2 to 3 minutes only. The videos were combined with interesting activities like games and role-play and they were based on the learning objectives.

Moreover, the English teacher and I decided to apply a video teaching technique called Listening comprehension technique. In this type of video teaching technique, students watched the videos to comprehend and to get as much information as possible based on what they had seen. In this Listening comprehension technique, the videos played in normal speed and normal sound. In this cycle, the videos were used as the media to give an appropriate speaking model of the language functions. Thus, the students knew how to express certain expressions in a certain situation. The students watched the videos and tried to identify the language functions presented in the videos.

The scenario of the teaching and learning process in cycle 1 can be seen in the following table.

**Table 7. The Teaching and Learning Scenario in Cycle 1**

<b>Teaching and Learning Scenario</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>Opening</b> 1. Teacher greets the students. 2. Teacher asks whether the students are ready for the lesson or not. 3. Teacher and students have a prayer. 4. Teacher checks students' attendance and conditions. 5. Teacher asks question related to the today's lesson. 6. Teacher states the topic of the lesson. 7. Teacher states the learning objectives.	1. Students greet the teacher. 2. Students answer the teacher's questions. 3. Students have a prayer with the teacher. 4. Students answer the teacher questions. 5. Students answer the teacher questions. 6. Students guess the topic of the lesson. 7. Students pay attention to the learning objectives.



<p><b>Main Activities</b></p> <ol style="list-style-type: none"> <li>1. Presentation <ul style="list-style-type: none"> <li>- The teacher gives the handouts.</li> <li>- The teacher asks the students to find the Indonesian equivalents of some words in the table.</li> <li>- Teacher discusses the answer with the students.</li> <li>- Teacher plays videos and asks questions to the students.</li> <li>- Teacher asks the students to identify the expressions used in the videos.</li> <li>- Teacher shows the other expressions.</li> <li>- Teacher pronounces the expressions.</li> </ul> </li> <li>2. Practice <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pair.</li> <li>- Teacher asks the students to do the exercises in the handout.</li> <li>- Teacher and students discuss the answer.</li> <li>- Teacher asks the students to act the dialogues out.</li> </ul> </li> <li>3. Production <ul style="list-style-type: none"> <li>- Teacher gives situation cards to the students.</li> <li>- The teacher explains the rules of the games.</li> <li>- Teacher monitors students' activities during the games.</li> <li>- Teacher gives feedback to the students' performances.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Students get the handouts.</li> <li>- Students do the exercises.</li> <li>- Students discuss the answers with the teacher.</li> <li>- Students identify the expressions.</li> <li>- Students study other expressions.</li> <li>- Students repeat the teacher.</li> </ul> <ul style="list-style-type: none"> <li>- Students work in pair.</li> <li>- Students do the exercises.</li> <li>- Students discuss the answer with the teacher.</li> <li>- Students act the dialogue out.</li> </ul> <ul style="list-style-type: none"> <li>- Students get the situation cards.</li> <li>- Students listen to the rules of the games.</li> <li>- Students play the games.</li> <li>- Students listen to the feedback.</li> </ul>
<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. Teacher summarizes the lesson.</li> <li>2. Teacher has a reflection.</li> <li>3. Teacher states the upcoming materials.</li> <li>4. Teacher close the lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. Students summarize the lesson.</li> <li>2. Students have a reflection.</li> <li>3. Students listen to the upcoming materials.</li> <li>4. Students respond the teacher leave taking.</li> </ol>

## **b. The Implementation of the Actions and Observations**

The actions in the first cycle were carried out in two meetings on 16 and 19 October 2013. The actions focused on implementing videos as the teaching media to improve students speaking skill. I collected the data during the research through observations, interviews, and scoring the students' performances in each meeting. I worked together with the English teacher in conducting the actions. I implemented the actions and the English teacher observed the teaching and learning process at the back row of the classroom. Below are the detailed descriptions of the first and second meeting in this first cycle.

### **1) Meeting I**

The researcher conducted the first meeting of the first cycle 1 on 16 October 2013. In this meeting, the allocation time was 90 minutes. I started the English class by greeting the students and then checking their attendance. After that, I introduced the topic of the lesson. The topics was expressing thanks and responding to thanks by giving lead-in questions related to expressing thanks in the daily life context. However, the students looked very shy in answering my questions. There were only some students who answered confidently. After that, the I informed the objective of the lesson to the whole class.

The students did Task 1 to find the Indonesian equivalents of some words listed in the table. Those words were used in the video. It aimed at helping them in understanding the content of the video. Together with the students, I corrected their works. The videos were played. The students seemed interested

and enthusiastic in watching the videos. I asked the students to identify the expressions used to express thanks and to respond in the video. The videos played. However, the students could not hear the sound clearly, so the researcher changed the speaker with the one she brought. The video played twice. It aimed at helping the students to comprehend the content of the video and knew how to express thanks in a certain situation in practicing speaking. The students to repeat what the speakers said in the video to learn the pronunciation. The handouts were given to make the students remember the materials and expressions of thanks easily.

The students performed the video transcript in front of the class happily. There were some incorrect pronunciation and the researcher corrected them and asked all the students in the class to repeat. After that, the students answered the questions in task 3 orally in turn. They seemed enthusiastic in answering the questions since most of the students raised their hand to get the chance to answer.

I showed the other expressions of thanking and the responses and gave the examples on how to use them in a conversation. The students were too happy that the researcher told they would have a game. I gave the example of the game and then practiced it. This game required expressions of thanks and the responses. The students were enthusiastic in playing the games.

After the game ended, the students completed the conversations and practiced with their pair. All students practiced the conversation in their seat.

The class was ended by summarizing the lesson, stating the upcoming materials and praying after the bell rung.

## 2) Meeting II

The second meeting was on 19 October 2013. The class started at 12.00-13.30 pm. The class was opened by greeting, praying, and checking the students' attendance. I reviewed the previous materials and then told that they would learn how to express congratulations and how to response to it. I gave lead-in questions related to students' daily life to lead the students to the materials. Some students answered it confidently while the other students did not.

The handouts were given to the students. In order to help them in understanding the content of the video, I asked them to complete a table. They should find the Indonesian equivalents of some word listed in the table. Actually, those words were used in the videos. The students and I corrected their works. The students practiced pronouncing those words.

Before watching the video, I asked them to pay attention to how the speakers in the videos expressed congratulations and how they responded. The videos were played twice. After that, they identified the expressions of congratulations and the responses. There were two pairs of students practiced the video transcripts. After that they answered the questions in Task 3 orally in turn.

I showed the other expressions of congratulations and the responses. And then the students completed some conversations and practiced them with their

partner. The next, the student worked in pair to make the correct congratulations and their response based on the provided pictures. For the last task, they worked in group of four. Each group took a role card and make a conversation based on the card and then performed it in front of the class. There were only two groups that had their chances to perform since the time was up. The class ended by summarizing the lesson and telling the next materials for the upcoming meeting.

### **c. Reflections**

The implementation of the actions in Cycle I was not performed without any obstruction. Therefore, the researcher and the collaborator had a discussion to make some reflections after the implementation of the actions. It was conducted to meet the democratic validity and the dialogic validity as mentioned in the previous chapter. The collaborators and I analyzed the data from the observations and the interview transcripts to evaluate the actions. All individuals were equally free to give their voices, feelings and expectations related to the implemented actions.

In this first cycle, the use of videos accompanied with games and role-play made some improvements. The first improvements laid on students' participation. The students became more active in participating in the classroom activities. Some of the students volunteered themselves to answer the researcher's questions and to perform in front of the class. It can be seen in the following field notes.

### Appendix FN.06

*Selanjutnya, P meminta Ss untuk bekerja berpasangan dan mengambil 1 situation card untuk setiap pasang. Mereka membuat sebuah percakapan berdasarkan situasi di kartu tersebut. Beberapa saat kemudian, P meminta Ss untuk maju memprkatekkan percakapannya di depan kelas. Hampir semua siswa mengangkat tangan agar terpilih maju menampilkan hasil pekerjaan mereka. Akan tetapi, peneliti memilih Nasis dan Angga yang pertama kali mengangkat tangan untuk maju. Semua Ss bertepuk tangan setelah mereka selesai. (Next, the researcher asked the students to work in pair and each pair took a situation card. They made a dialogue based on the situation card. After that, the researcher asked them to perform their dialogues in front of the class. Most students raised their hand to perform their work. However, the researcher chose Nasis and Angga. All students gave applause after their performance.)*

In addition, in the second meeting, the students' participation also could be seen in the opening of the lesson. Most of them answered the researcher's questions enthusiastically. They were ready to start the lesson and well-remembered well what they had learnt in the previous meeting. Below are the field notes.

### Appendix FN.07

*P memulai pelajaran dengan menanyakan apa yang sudah mereka pelajari pada pertemuan sebelumnya. Semua Ss menjawab, 'expressing thanks' P memuji dan membenarkan jawaban Ss. (The researcher started the lesson by asking what they have learnt in the previous meeting. All students said, 'expressing thanks'. The researcher gave compliments to their answer.)*

Moreover, the English teacher as the collaborator also said that the students' participation was increase. They participated actively in the classroom activities. It can be seen from the following interview transcripts.

### Appendix IT.03

- P :Terimakasih Pak, menurut Bapak bagaimana kemampuan berbicara siswa di siklus pertama ini? (**Thanks sir. What do you think about their English speaking skill in this cycle?**)
- GBI :Ya lumayan ada perkembangan ya mbak, itu yang duduk di belakang siapa itu Harun dan Steven sudah mulai mau ikut berpartisipasi ya kalau pakai games, mereka mau maju dengan ercaya diri. Siswa yang lain juga kelihatan senang dan antusias. Mereka sudah mulai mau maju ya sebagian besar. (**It is good. Of course there was improvement. The students who sit in the back row, Harun and Steven, right? They participate in the games and perform in front of the class confidently. The other students look happy and enthusiastic with the lesson. Most of them participated actively in performing their works in front of the class.**)

During the implementation, the researcher and the English teacher also scored the students' performance in each meeting. There were some speaking indicators used like grammar, vocabulary, comprehension, pronunciation, and fluency. The result of the students' progress in each meeting can be seen in the Appendices. The following table presents the students' mean scores in each meeting.

**Table 8. Students' mean scores in cycle 1**

Indicators	Mean Scores	
	Meeting 1	Meeting 2
Grammar	2.2	2.4
Vocabulary	2.4	2.8
Comprehension	2.3	2.7
Fluency	2.3	2.4
Pronunciation	2.3	2.6

From the table, it could be inferred in cycle 1, there was significant improvement on some aspects like pronunciation, vocabulary, and comprehension. However, most students still found some problems related to

the fluency and grammar. The result of the observation on those aspects in this cycle is elaborated as follows.

The students' mean score for vocabulary was increased. In the first meeting, it was 2.4 while on the second meeting, it was 2.8. However, from the result of the observation, interview, and pre-test, it could be seen that there were some students who still had low vocabulary mastery. They could master the vocabulary in each meeting in the first cycle. Before I played the videos, I gave a list of vocabulary and asked them to find their Indonesian equivalents. It could help them to understand and comprehend the videos. This can be seen in the following interview transcript.

**Appendix  
IT.05**

- S6 : *Nggak lah Miss, itu apa ya, banyak kata-kata baru Miss dari video.* (**No, Miss. There are some new words from the videos.**)
- P : *Tapi tau artinya kata-kata itu?* (**Do you know the meanings?**)
- S6 : *Ya ada yang tahu ada yang nggak, waktu ngerjain kata-kata ditabel itu buka kamus jadi tahu. Kalo nggak dikerjain dulu kayake nggak mudeng isi videonya.* (**I don't know some words and I look for their meanings in a dictionary, then I know. If I don't find their meaning first, maybe I could not understand the content of the videos**)
- S1 : *Itu video yang compliment paling lama kayake, banyak kata-kata baru juga. Jadi nambah kosakata si Miss.* (**The video about compliment has the longest duration and there are some new words. Therefore, it can enrich my vocabulary.**)

Furthermore, the English teacher also said that the students were happy in finding the Indonesian equivalents of some new words in the videos since it



helped the students to comprehend the videos. It can enrich their vocabulary mastery. This condition could be seen below.

**Appendix  
IT.03**

- P : *Terimakasih pak, ada kemajuan lain pak pada siswa? (Is there any other improvements on students?)*
- GBI : *Vocabnya mbak banyak bertambah, itu bagus sebelum video diputar dikasih vocabnya dulu jadi mereka bisa memahami isi videonya. Mereka jadi tahu lebih banyak kosa kata. Karena contohnya dari video jadi mereka juga mengikuti ekspresinya juga, itu bagus. (Their vocabulary mastery is increased. They know more words from videos. It is good to give them vocabulary task before playing the videos. They can understand the content of the videos and can imitate the expressions from the videos.)*

There were also improvements on pronunciation and comprehension. The students' mean scores were also increased. In the first meeting, the students' score for comprehension was 2.3 and the second meeting this score was increased to 2.7. Moreover, for pronunciation, in the first meeting the mean score was 2.3 while in the second meeting it was 2.6.

Nevertheless, from the observation, the students still found it difficult to pronounce some new words and sometimes did not understand the teacher's questions in English. The use of videos as the media to give the students an appropriate speaking model could help students to pronounce some words. They could imitate the sounds from the videos. Moreover, they could see the expressions clearly. It could help them to understand and comprehend the videos. Some students could pronounce some words correctly and appropriately. The following interview transcripts describe that condition.

#### Appendix IT.04

- P : *Ada bedanya nggak belajar dengan video dan LKS? (Is there any difference between using videos and LKS in the lesson?)*
- S8 : *Ya beda no, kan video ada suaranya jelas jadi gampang buat niru ucapannya, kalo dari LKS cuma dicontohin Pak Bambang kadang nggak jelas suaranya kurang keras. Video kan speakere mantep Miss. (Of course, videos have clear sound and it is easy to imitate the expressions. While LKS, the sound only comes from the teacher and sometimes it is not clear enough.)*
- P : *Initinya kalian merasa terbantu nggak belajar speaking pake video? (Do you think videos help you to learn?)*
- S8 : *Terbantu, jelas kok cara ngomong pemain videonya, ada ekspresinya juga. Kalo di alfa-link suaranya nggak sejelas di video Miss. (It works. The sound is clear enough and we can see the facial expressions. From Alfa-link, the sound is not as clear as from videos with the speaker.)*
- S16 : *Kayaknya jadi mudeng isi videonya Miss kan udah nyari kata-kata yang ditabel itu sebelum nonoton video. (I can understand the content of the videos since I look for the meaning of the words listed in the table first.)*

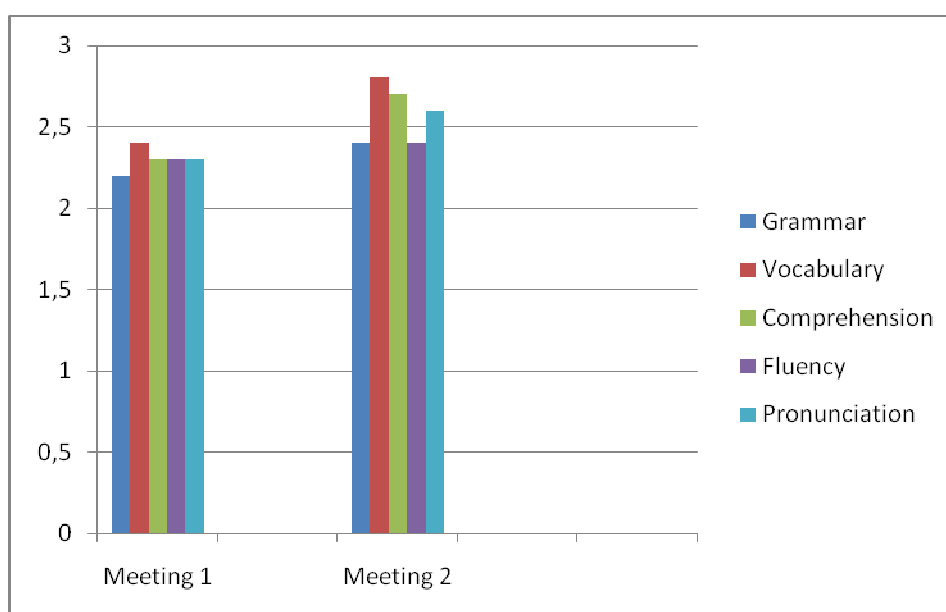
The improvement on students' participation, pronunciation, vocabulary and comprehension was in line with the progress on their confidence to speak English. The students' confidence in speaking English was better than before. The students watched the videos happily and they repeated what the speakers said in the videos confidently.

Even though the students' comprehension, vocabulary, and pronunciation were significantly improved, there were still some problems that emerged in the cycle 1. The first problem was that there were still some students that had difficulties in grammar. They produced ungrammatical utterances.

The second problem was fluency. Most of students found it difficult to speak English fluently and accurately. In the middle of their speaking, there were often hesitation, filler, and pauses which caused them having low fluency.

From the explanation above, it could be concluded that there were some improvements related to the students' speaking skill as well as their confidence to speak. Their comprehension, vocabulary, and pronunciation were improved, although there were still some problems related to the students' fluency and grammar. The students' mean score on every meeting for each indicator can be seen in the following chart too.

**Figure 3. The students' mean scores in the cycle 1**



Based on the explanation above, it could be concluded that the result of cycle 1 was valid because it was in line with the concept of dialogic, process, and outcome validity. There were some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes, interview transcripts, and the students' mean scores. In addition, the results were reliable because there was a collaborator as the observer in gathering the data.

After doing the reflection of the actions, the English teacher and I concluded some findings in the first cycle. It can be seen in the following table.

**Table 9. Findings of the First Cycle**

<b>Successful Actions</b>	<b>Obstructions</b>
<ol style="list-style-type: none"> <li>1. The goal of using videos as media to give an appropriate speaking model was successfully achieved. The students interested in learning through videos during the lessons. They could understand the expressions used in the videos easily and used them in the real context. The students also became more enthusiastic and actively participated in the classroom activities.</li> <li>2. The students pronounced words related to the topics correctly.</li> <li>3. The students learned vocabularies used in the videos easily</li> <li>4. The students could comprehend the content of the videos.</li> <li>5. Some students volunteered themselves to answer questions orally and to perform in front of the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. There was a technical problem dealing with the speaker, so that some students could not hear the sound clearly.</li> <li>2. Some students still needed more speaking practice to make them speak confidently and fluently.</li> <li>3. Most students found it difficult to produce grammatical utterances</li> </ol>

As the students still had problems in grammar and fluency, the English teacher and I decided to continue the cycle to solve the problems and improve the students' speaking skill in those aspects.

## **2. Report of Cycle 2**

### **a. Planning**

Based on the reflection of cycle 1, there were some improvements on vocabulary, comprehensions, and pronunciation in using the language functions. However, there were still some weaknesses found during in this

cycle. The students still made some ungrammatical utterances when speaking. Moreover, there were also pauses, fillers, and hesitations in speaking. Therefore, the next cycle was necessary to be conducted.

The actions conducted in cycle 1 were sustained to be used in the cycle 2 with some modifications and improvements. However, to overcome the problems related to the grammar and fluency, the English teacher and I decided to give feedback on the students' performances, identify the language used in the video transcripts, and to create more speaking practice whether in group, pair, or individual to make the students speak accurately and fluently.

The English teacher and I also discussed the materials for cycle 2. Those were two language functions, inviting and congratulating. The videos duration was 2 to 3 minutes only. They were selected from [www.Britishcouncil.com](http://www.Britishcouncil.com) and [www.youtube.com](http://www.youtube.com).

The PPP (Presentation Practice and Production) technique was still used. Different from the first cycle, in this second cycle the video teaching techniques used were fast-forward and silent techniques. For the fast-forward technique, the teacher pressed the 'Play' button and then fast forwarded the videos, so that the sequences passed silently and the students had to guess what extract were all about and what their opinions were related to the situation. However, for silent viewing, the videos were played at normal speed but without sound and then the students had to guess what the speakers or characters were saying. The relation of the actions in cycle 2, the existed

problems after cycle 1, and the expected situations can be seen in the table below.

**Table 10. The relation of the problems, actions, and the expected situations in Cycle 2**

No	Problems	Actions	Expected Situations
1	<ul style="list-style-type: none"> <li>- The media were not interesting to stimulate students to learn.</li> <li>- The materials were not varied.</li> <li>- The students easily got bored in the teaching and learning process.</li> </ul>	Using videos as media to give an appropriate speaking model for the students	<ul style="list-style-type: none"> <li>- The students know what to say and how to say in certain situations.</li> <li>- The students were interested in learning English.</li> <li>- The students got an appropriate speaking model.</li> </ul>
2	<ul style="list-style-type: none"> <li>- The techniques and activities were not varied.</li> <li>- Not all students participated actively in the classroom activities.</li> <li>- The students pronounced words incorrectly.</li> <li>- The students were afraid of speaking in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Using interesting techniques and activities</li> <li>- Communicating the objective of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- The students actively participated in the classroom activities.</li> <li>- The students were able to speak appropriately.</li> <li>- The classroom atmosphere was good for students to learn.</li> <li>- The students were confident enough to speak in front of the class.</li> </ul>
3	<ul style="list-style-type: none"> <li>- The students were not familiar with classroom English.</li> <li>- The students had low vocabulary mastery.</li> </ul>	Applying Classroom English	<ul style="list-style-type: none"> <li>- The students used to hear English instructions and questions.</li> <li>- The students had more exposures.</li> <li>- The students knew more vocabulary.</li> </ul>
4	<ul style="list-style-type: none"> <li>- The students had low vocabulary mastery.</li> <li>- The students easily got</li> </ul>	Giving handout containing various and interesting	<ul style="list-style-type: none"> <li>- The students had more exposures.</li> <li>- The students</li> </ul>

	bored in the teaching and learning process.	materials	knew more vocabulary. - The students were interested in learning English.
5	The students still had difficulties in producing grammatical utterances.	- Giving feedback on students' performances - Identifying the language used in the video transcripts	- The students would be able to speak accurately and confidently.
6	The students still found it difficult to speak fluently.	- Designing more speaking practice	- The students would be able to speak fluently.

In this cycle, the teaching and learning process was conducted in two meetings. As the guidance in conducting the teaching and learning process, there were also two lesson plans in this second cycle. The scenario of the teaching and learning process in the lesson plan can be seen in the following table.

**Table 11. Teaching and Learning Scenario in cycle 2**

Teaching and Learning Scenario	
Teacher's Activities	Students' Activities
<b>Opening</b> 1. Teacher greets the students. 2. Teacher asks whether the students are ready for the lesson or not. 3. Teacher and students have a prayer. 4. Teacher checks students' attendance and conditions. 5. Teacher asks question related to the today's lesson. 6. Teacher states the topic of the lesson. 7. Teacher states the learning objectives.	1. Students greet the teacher. 2. Students answer the teacher's questions. 3. Students have a prayer with the teacher. 4. Students answer the teacher's questions. 5. Students answer the teacher questions. 6. Students guess the topic of the lesson. 7. Students pay attention to the learning objectives.
<b>Main Activities</b>	



<p>1. Presentation</p> <ul style="list-style-type: none"> <li>- The teacher gives the handouts.</li> <li>- The teacher asks the students to find the Indonesian equivalents of some words in the table.</li> <li>- Teacher discusses the answer with the students.</li> <li>- Teacher plays videos and asks questions to the students.</li> <li>- Teacher asks the students to identify the expressions used in the videos.</li> <li>- Teacher shows the other expressions.</li> <li>- Teacher pronounces the expressions.</li> </ul> <p>2. Practice</p> <ul style="list-style-type: none"> <li>- Teacher asks the students to work in pair.</li> <li>- Teacher asks the students to do the exercises in the handout.</li> <li>- Teacher and students discuss the answer.</li> <li>- Teacher asks the students to act the dialogues out.</li> </ul> <p>3. Production</p> <ul style="list-style-type: none"> <li>- Teacher gives situation cards to the students.</li> <li>- The teacher explains the rules of the games.</li> <li>- Teacher monitors students' activities during the games.</li> <li>- Teacher gives feedback to the students' performances.</li> </ul>	<ul style="list-style-type: none"> <li>- Students get the handouts.</li> <li>- Students do the exercises.</li> <li>- Students discuss the answers with the teacher.</li> <li>- Students identify the expressions.</li> <li>- Students study other expressions.</li> <li>- Students repeat the teacher.</li> </ul> <ul style="list-style-type: none"> <li>- Students work in pair.</li> <li>- Students do the exercises.</li> <li>- Students discuss the answer with the teacher.</li> <li>- Students act the dialogue out.</li> </ul> <ul style="list-style-type: none"> <li>- Students get the situation cards.</li> <li>- Students listen to the rules of the games.</li> <li>- Students play the games.</li> <li>- Students listen to the feedback.</li> </ul>
<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. Teacher summarizes the lesson.</li> <li>2. Teacher has a reflection.</li> <li>3. Teacher states the upcoming materials.</li> <li>4. Teacher closes the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students summarize the lesson.</li> <li>2. Students have reflection.</li> <li>3. Students listen to the upcoming materials.</li> <li>4. Students respond the teacher leave taking.</li> </ol>

## **b. Implementation of the Actions and Observation**

Cycle 2 was also conducted in two meetings. The first meeting was held on October 23, 2013 and the second was on October 26, 2013. The same with the first cycle, I implemented the actions and the English teacher as collaborator took the role as an observer. The collaborator observed the teaching and learning process and filled the observation sheets. The implementation of the actions is elaborated as follows.

### **1) Meeting 1**

The first meeting in the second cycle was held on Wednesday, October 23, 2013. The class started at 10.15 am and ended at 11.45 am. The class was opened with praying and checking the students' attendance and condition before previewing the previous materials. I gave some questions to the students related to the topics and then stated the objectives of the learning.

In presentation stage, before the videos were played, I told the students about the topics and setting of the video and asked them to predict some words they are going to hear and things they are going to see in the videos and then listed them in a table. The students looked very enthusiastic and interested in watching the videos. The video viewing technique used was silent viewing. It means that the video played at normal speed but without sound and they had to guess the situation and the expressions from the videos. After that, the video was played with normal sound to show the correct expressions. The students identified the language and expressions used in the video transcripts. Then, I

gave the other video transcripts with some missing words or phrases and the students should fill in them.

In the practice stage, the student did some tasks to help them to be able to speak confidently and accurately. They matched some situation with the right expressions, completed a dialogue then acted it out with their partner, and made correct compliments based on the pictures.

The next, for production stage, the students played a game. Most of the students actively take a part in this activity. They were really enthusiastic in playing the game. For this game, the students worked in group of four. Each student got a situation card. When a student read her/his card and then the others should give their compliments. It continued until all the students read his/her card and then reported the result in front of the class orally. During the games, I moved around to check and make sure that all of the students spoke in English. The class was ended by summarizing the lesson and stated the upcoming materials.

## 2) Meeting 2

The second meeting in the second cycle was held on Saturday, October 26, 2013. The class was opened by praying and checking the students' conditions. I gave some questions to the students related to the topics and then stated the objectives of the learning.

In presentation stage, before playing the videos, I told the students about the topics and setting of the video and asked them to predict some words they

are going to hear and things they are going to see in the video and then listed them in a table.

The English teacher and I agreed to use fast forward video-viewing technique. In fast forward video-viewing technique, I pressed the 'Play' button and then after a moment fast forwarded the videos, so that the sequences passed silently and then the students guessed the extract or content related to the situation. After that, the video was played at normal speed. Then, the students studied the other expressions given. The students identified the language used and expressions in the video transcripts.

In the practice stage, the students did some tasks to help them to be able to speak confidently and accurately. They chose a situation or scenario to make a conversation and then practice it with their partner.

The last was the production stage. In this stage, the students produced a conversation based on the situation given. They worked in pair and perform their work in front of the class. I gave feedback to their performances. When the time was up, the class was ended by summarizing the lesson and praying.

### **c. Reflections**

The reflection was based on the observation during the teaching and learning process in cycle 2. The English teacher and I agreed to use the same speaking indicators consisted of vocabularies, comprehensions, grammar, fluency, and pronunciation. The following table shows the students' mean scores in each meeting during the teaching and learning process.

**Table 12. The students' mean scores in cycle 2**

Indicators	Mean Scores	
	Meeting 1	Meeting 2
Grammar	2,4	3,5
Vocabulary	3	3,8
Comprehension	3	3,8
Fluency	2,5	3,5
Pronunciation	2.9	3,8

From the table, it could be seen that in the second cycle, the students' mean scores for each indicator was increased. In the first cycle, the vocabulary, comprehension, and pronunciation improved. In the second cycle, the use of videos accompanied with some interesting activities had made some improvements on those aspects too. The mean scores for comprehension was improved from 3 to 3.8 and for the vocabulary, it was from 3 to 3.9. Moreover, for the first meeting, the students' mean score for pronunciation was 2.9 and it was increased to 3.8 in the last meeting. Furthermore, for grammar, in the first meeting, it was 2.4 and in the second meeting, this number was increased to 3.5. However, for the fluency, there was also improvement. The score was increased from 2.5 to 3.5.

In the second cycle, there was also improvement on grammar. The score for this indicator as stated above was increased. To help students to produce grammatical sentences or utterances, the English teacher and I decided to identify the language used in the video transcript and gave some exercises to complete video transcripts with suitable words or phrases.

According to the English teacher, giving more speaking practice and feedback on the students' performances made improvements on students'

fluency and vocabulary mastery in line with their participation and confidence in performing their work in front of the class. The speaking practice in this cycle was not only done in individual but also in group and pair. I gave feedback for students' performances in every meeting in the second cycle. The feedback was given during the lesson covering opening, main and closing activities. Of course, the feedback focused on fluency as well as accuracy. It was done carefully to keep good classroom condition. However, it is important to make the students do not feel humiliated. The students were happy and they participated actively in the class. Those conditions are based on the following interview transcripts.

**Appendix  
IT.06**

P : *Bagaimana menurut bapak kegiatan di kelas di cycle 2?* (**What do you think about the activity in this second cycle?**)

GBI : *Bagus mbak, menarik ya pakai silent dan fast forward viewing technique, mereka jadi penasaran dan menduga-duga apa yang di skip dan dibicarakan.* (**It is good and interesting applying silent and fast-forward viewing techniques. The students are curious and try to guess what happen and what the speaker said.**)

P : *Kemajuan yang dicapai siswa apa saja pak di siklus kedua ini?* (**What is achieved by the students in this cycle?**)

GBI : *Tadi sebagian besar siswa mau angkat tangan waktu mbak minta buat maju, buat jawab pertanyaan dengan lisan. Pas maju juga sudah kelihatan percaya diri.* (**Most of students raise their hand when you asked them to answer the questions orally. They look confident enough to perform their work in front of the class.**)

P : *Iya pak, alhamdulillah.* (Yes, sir. Alhamdulillah.)

GBI : *Vocabnya juga banyak yang baru mereka lebih banyak mengenal kosa kata kan jadi mulai lancar berbicara tanpa terlalu lama mikir apa yang mau dikatakan.* (**They know new vocabularies and it**

**makes them speak fluently without too much thinking what to say.)**

In this cycle, the video teaching techniques used were silent and fast forward video techniques. The students were curious and enthusiastic during the teaching and learning process. Most of the students tried to guess what the speaker said and focus on the speaker mouth to know what they said when the 'Mute' button was pressed. Moreover, in fast forwarded techniques, they tried to guess what parts were missing. And then the video was played at normal speed and sound, all the students could comprehend the content of videos and identified the expression in the videos.

In addition, the students liked watching videos related to the daily activities. They could comprehend the content of the videos easily. It can be seen from the following interview transcripts.

**Appendix  
IT.07**

P : *Suka nggak sama video dan kegiatan belajar dikelas tadi?* **(Do you like the videos and the activities in the class?)**

S10 : *Ya suka Miss, bagus videonya telfon-telfonan. Kayak kegiatan sehari-hari si kan tadi ngundang ke pesta ulang tahun, jadi nggak asing lagi.* **(I like it, it is good on telephoning. It is like everyday activities inviting to birthday party. It's not a new thing.)**

P : *Bisa dipahami tadi isi videonya?* **(Do you understand the content of the videos?)**

S22 : *'Bisa miss.'* **(Yes, miss.)**

Learning speaking through videos made the students knew what to say and how to say certain expression in certain situation in the daily context easily. The students found it interesting in learning through videos. Videos did

not make them sleepy during the teaching and learning process. Most of the students were enthusiastic in watching the videos. Those conditions are based on the following interview transcripts.

**Appendix  
IT.07**

P : *Bisa membantu belajar speaking nggak videonya? (Is it helpful learning speaking through video?)*

S22 : *Ya lumayan Miss, jadi kelihatan gampang mau ngomong. Speakere bening, ngomongnya juga keras di video. (Yes, miss, so I find it easy to speak. The sound system is good. The sound from videos is clear and loud enough in video.)*

S10 : *'Ekspresif banget ya Miss pemain videonya jadi nggak ngantuk.' (The speakers in the videos are so expressive so it does not make me sleepy.)*

P : *Kesan kalian bagaimana belajar dengan video? (What is your impression learning through video?)*

S10 : *Emmm, ya bagus si jadi nggak ngantuk dikelas. Kalo Cuma nulis ngerjain kan lama-lama ngantuk. (It's good and do not make me sleepy in the class. Only writing and doing tasks make me sleepy.)*

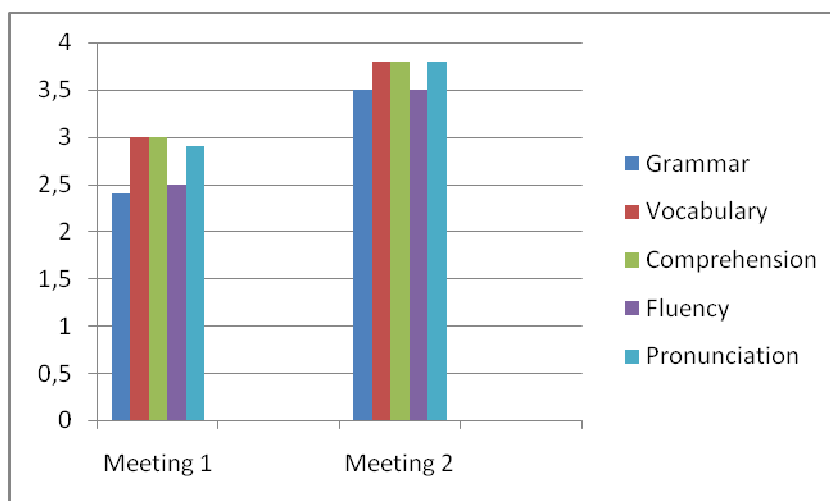
Learning from the first cycle, I found that there was a problem dealing with the speaker. The students could not hear clearly, so in this cycle, I decided to used my own speaker to avoid that problem.

Based on the reflection of the second cycle, it could be concluded that the use of videos as the media to give an appropriate speaking model for students was successful to improve the students' speaking skill. It could be seen from the improvements on grammar, comprehension, vocabulary, pronunciation and fluency in line with the students' participation and confidence during the pre-test and post test.



The English teacher and I as the collaborator found out that the students were enthusiastic and interested in taking part in the classroom activities in each cycle. The students showed active participation in the teaching and learning process in line with their improvements on vocabulary, comprehension, and pronunciation. The improvement on students speaking skill in this second cycle can be seen in the following chart too.

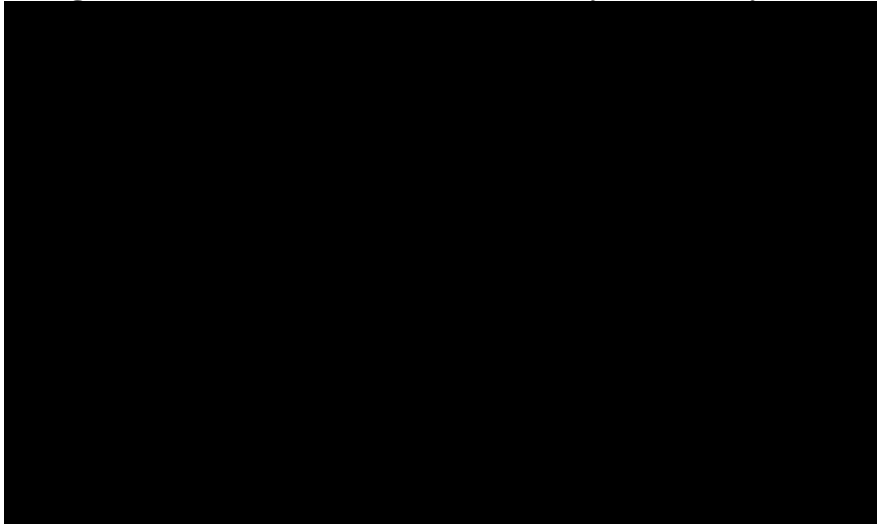
**Figure 4. The students' mean scores in the cycle 2**



### C. GENERAL FINDINGS

The different result of each indicator in the cycle 1 and cycle 2 can be seen below. The chart represents the students' mean scores in each cycle.

**Figure 5. The students' mean scores in cycle 1 and cycle 2**



It could be seen from the chart above that the students' mean scores for each speaking indicator in cycle 2 was increased. However, some problems in cycle 1 related to fluency and grammar was still existed, but the students' mean score for grammar and fluency was increased. The following table shows the general findings of the cycle 1 and cycle 2.

**Table 13. The Results of the Research**

No	Field Problems	After Cycle 1	After Cycle 2
1	Not all students participated actively in the classroom activities.	Some students were still passive during the teaching and learning process. Some of the students tended to keep silent when the teacher asked some question in English.	Most of the students participated in the teaching and learning process. They actively answered the teacher's question and volunteered themselves to do the task or to perform in front of the class.
2	Students had low vocabulary mastery.	Some students still found difficulties in understanding the meaning of certain words.	Most of students could easily understand the meaning of certain words. And they were interested in doing the vocabulary matching task.
3	Students pronounced	Some students still had problem in	Most of students were able to pronounce words

	words incorrectly.	pronouncing particular words	correctly and confidently. They produce grammatical utterances and speak fluently and confidently.
4	Students easily got bored in the teaching and learning process	Some students were interested and happy in joining the teaching and learning process.	Most of the students were interested and happy in joining the teaching and learning process. They watched the videos enthusiastically and asked to watch more videos.
5	Most students were afraid of speaking in front of the class	Some students volunteered themselves to speak or perform their works in front of the class.	Most of students volunteered themselves to speak or perform their works in front of the class.
6	The students were not familiar with Classroom English	Some students answered the researcher's question in English confidently.	Most of students answered the researcher's question in English confidently.
7	The media were not interesting to stimulate students to learn speaking	Some students liked watching the videos to learn the language functions or expression from videos.	Most of students liked watching the videos to learn the language functions or expression from videos. They asked to watch again and gain.
8	The techniques and activities were not varied.	Some students were happy and interested in the classroom activities presented by the teacher	Most of the students were happy and interested in the classroom activities presented by the teacher. They could apply the expression they had learnt in the activities given by the teacher easily. And they were very enthusiastic in joining the activities
9	The materials were not varied.	Some students read the materials presented enthusiastically.	Most of the students liked the materials presented.
10	The students did not understand the teacher's instructions and questions.	Some students still did not understand the researcher's instruction so sometimes the researcher translated	Most students still understood the researcher's instruction and there was no translation on instructions. They answered the researcher's questions

		into Indonesian. They answered the researcher's questions enthusiastically.	enthusiastically and confidently in English.
--	--	---	--

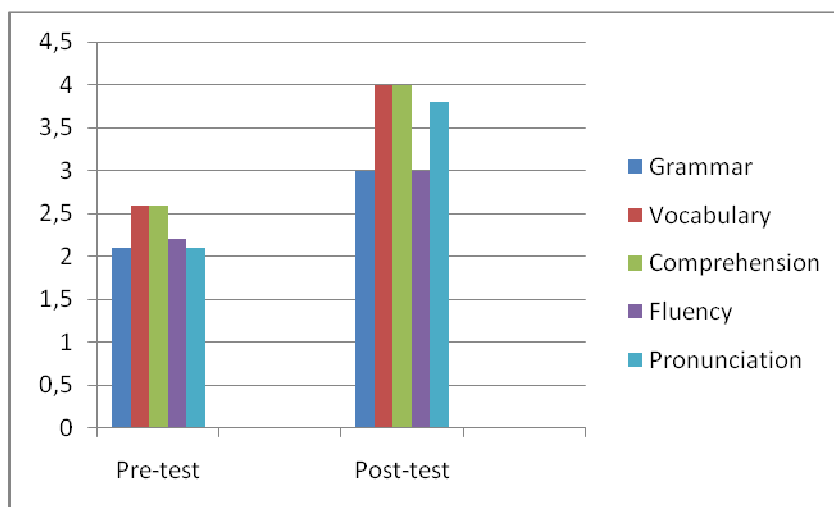
Moreover, the success of the actions was also measured by using the difference result of pre-test and post-test. In pre-test and post-test, there were some indicators to assess the students' speaking skill. They were fluency, vocabulary, comprehensions, pronunciation, and grammar. The different average result between the pre-test and post-test based on each indicator can be seen below.

**Table 14. The Students' mean scores in pre-test and post-test**

<b>Indicators</b>	<b>Pre-test</b>	<b>Post-test</b>
Comprehension	2.6	4
Fluency	2.2	3
Grammar	2.1	3
Pronunciation	2.1	3.8
Vocabulary	2.6	4

From the table above, it could be seen that each indicator used to measure the students' speaking skill was improved. The improvement especially could be seen from pronunciation, vocabulary, and comprehension. The improvement of students' English speaking skill can be seen in the following chart.

**Figure 6. The students' mean scores improvement in pre-test and post-test**



Based on the result of the research above, the English teacher and I agreed that the materials and activities implemented were successful to improve the students' speaking skill. It meant that the objective of the research was achieved and the English teacher and I decided to end the cycle.

#### **D. DISCUSSIONS**

Communication is important and essential needs in the today's world. Through communication people can transfer and exchange knowledge and information. The ability to communicate effectively cannot be separated from the role of language in communication. Language is a communication tool used to understand and express information, ideas, feelings, and as a tool to develop knowledge and culture.

In our country, Indonesia, English is a foreign language. It is a compulsory subject taught in junior and senior high schools aimed at preparing the students to be able to communicate and access knowledge in English in the communication context to meet their need. Moreover, it is also aimed at

preparing the students to be able to communicate in the daily life based on the global needs.

Students should have good speaking skill to be able to transfer knowledge and exchanging knowledge and information in English effectively. In line with that, the students should be able to use language to communicate ideas, knowledge, and information to other people and to respond other's ideas in interaction process based on certain context in which the language is used. In relation with that, the goal of the English teaching and learning process in high school is to access knowledge and to be able to communicate effectively in the global era.

In this research, the PPP (Presentation, Practice, and Production) technique was used combined video teaching techniques with pre-viewing, while viewing and post viewing activities. It was decided based on the result of the discussion with the English teacher.

In the Presentation stage, before the students watched the videos, they did vocabulary Task; matching and finding the Indonesian equivalents. The vocabularies listed in the Task taken from the videos. The aim was to help the students in comprehending the videos. The videos were played twice. After watching the videos, they identified the language expressions used in the videos.

The English teacher and I decided to use different video teaching techniques. In the first cycle, the video teaching technique used was Listening comprehension technique. The purpose of this technique was to help the

students comprehend the videos and get as much as information from what they had seen. In this technique, the videos were played at normal speed and normal sound. On the other hand, in the second cycle, the English teacher and I agreed to apply fast-forward and silent video teaching techniques. For the fast-forward video-viewing technique, I pressed the 'Play' button and then fast forwarded the videos, so that the sequences passed silently and the students had to guess what extract were all about and what were their opinions related to the situation. However, for silent viewing, the videos were played at normal speed but without sound and then the students had to guess what the speakers or characters were saying.

In Practice stage, the students played games and completing dialogues then act out the dialogues with their partner. The last, for production stage, the students had role-play. The researcher gave each group or pairs a situation card. The students were given more time to prepare and practice before performing their works in front of the class.

In addition, videos as media to give the students an appropriate speaking model were mated with other interesting activities to make the students speak appropriately and confidently. There were some reasons why I decided to use videos as media improve the students' speaking skill.

First, through videos the students could see the language-in-use. The students did not just hear language but they could also see it. They knew the general meaning and moods that were conveyed through expressions, gesture, and other visual clues.

Second, videos could improve the students' motivation to learn. Most students show an increased level of interest when they had a chance to see language in use and when the videos were coupled with communicative tasks.

The last, videos provided Cross-cultural awareness. It was allowing students a look at situations for beyond their classroom. Videos also gave students a chance to see such things as what kinds of food people eat in other countries and what they wear.

In this research the use of videos as the media to give the students an appropriate speaking model to improve their English speaking skill showed positive result. It could be seen from the increase of the students' mean scores for each speaking indicators in the first cycle and second cycle and pre-test and post-test. Those aspects are pronunciation, comprehension, vocabulary, fluency and grammar.

This research conducted in two cycles. There were two meetings for each cycle. In cycle 1, the action to improve the students' speaking skill was successful, but there were still some weakness and obstruction. The goal of using videos as the media to give an appropriate speaking model was successfully achieved. The students were interested in learning through videos during the lessons. They could understand the expressions used in the videos easily and used them in the real context. The students also became more enthusiastic and participated actively in the classroom activities. On the other hand, there was a technical problem dealing with the speaker, so that some



students could not hear the sound clearly and also some students still needed more speaking practice to make them speak confidently and fluently.

However, in cycle 2, the actions done to improve the students' speaking skill could be said successful. It could be seen from the students' opinions, behavior, and feelings related to the actions done.

In the first cycle, there were two meetings. The videos were completed with some activities enabled students to practice the expressions they had learnt from the videos in the different situations. So, the students could be motivated to learn English.

In the second cycle, it was still the same with the first cycle that videos used as media to give an appropriate speaking model for students. However, there were some changes of actions. First, for the first cycle, the video teaching technique used was listening comprehension technique while the second cycle used silent and fast forward technique. Second, the researcher and the English teacher agreed to focused on general comprehension aimed at giving students more exposures to get as much as information from videos in the first cycle, while the second cycle, focused on videos as springboard to creativity, so that from videos students were able to develop their creativity which could be seen when the students had role-plays and guessing games. Overall, the teaching and learning process run smoothly. The students were happy, interested and enthusiastic in the materials and activities presented.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter presents three sections; conclusions, implications, and suggestions. They could be seen below.

#### **A. Conclusions**

The research findings and discussions presented in Chapter IV showed that the students' speaking skill improved through the use of videos that gave an appropriate speaking model for the students. This action research was implemented in Class X A of State Senior High School 1 Gamping on October and November, 2013. The actions carried out in two cycles were effective in improving the some speaking indicators, such as, vocabulary, comprehension and pronunciation. Those improvements were in line with the improvement on students' participations and confidence. In addition, the findings presented in Chapter IV also led the researcher to the following conclusions.

1. The teaching learning process was effective with the use of videos as the speaking model for the students. Moreover, the use of video could attract students' attention and motivation in the teaching and learning process and could make the classroom atmosphere be more fun so that the students were interested in speaking out their feelings.
2. The combination of the use of videos and interesting techniques and activities, such as games and role plays were able to improve the students' speaking skill. They were able to make the students more active in joining the classroom activities. Role-plays were effective in improving the

students' speaking skill and self confidence. This activity maximized the students to have an experience to practice a dialogue with their partners in English. Since the students were asked to perform the role-plays in front of the class, they could improve their confidence and also their speaking skill. This activity gave the students more opportunity to practice and perform their speaking skill. The last, games also made the students interested in joining the teaching and learning process. Games were able to create relaxed atmosphere in the classroom and they were effective to alleviate the students' boredom.

3. Classroom English was effective to make the students understand the English words and expressions as well as to help them understand the teacher's instructions and explanation.
4. Giving feedback could help the students in improving their speaking skill especially accuracy and pronunciation. However, giving feedback was not easy. It should be done carefully to keep the good atmosphere in the classroom; therefore the students did not feel humiliated.
5. Giving handout containing various and interesting materials also could attract the students' attention and interest to learn English and make the students focus on the lesson.
6. Giving more speaking practice in individual, pair or even in group could help the students in improving their fluency.

7. Identifying the language used in the video transcript and completing video transcripts with suitable words or phrases could be done to make the students produce grammatical sentences or utterances.

## **B. Implications**

From the results of the research, some implications can be drawn as follows.

1. The use of videos could improve students' interest in learning. It could be seen from their enthusiasm in joining the activities in the speaking teaching and learning process. It implies that the teacher needs to use videos to improve students' interest in learning and then improve the student' speaking skill.
2. The use of videos accompanied with various and interesting techniques and activities made the students actively participate in the teaching and learning process. Most of the students volunteered themselves to answer questions or to perform their work. This implies that the teacher needs to be creative in creating various activities to accompany the videos.
3. The use of videos could improve some aspects of speaking indicators such as fluency, grammar, comprehension, pronunciation, and vocabulary as well as the students' confidence. Videos could give good speaking model for students in using certain expression in certain situation and also help the students in developing their speaking skill in the real world context. This

implies that the teacher needs to use video to give an appropriate speaking model for the students to improve their speaking skill.

4. Applying Classroom English to open, to end, to give instructions, to explain the materials could encourage the students to speak English in the classroom. This implies that Classroom English was effective to make the students accustomed to Classroom English.
5. Giving handout containing various and interesting materials made the students easier to focus on the teaching and learning process. This implies that handout was needed in the teaching and learning process to make the students focus to the lesson.
6. Reading aloud or acting out the expressions or dialogues with feedback from the teacher improved the students' speaking skill. This implies that pronunciation practice was more effective when it was monitored.
7. Identifying the language used and the expressions in the video transcripts could be done to help the students to learn grammatical utterances or sentences so that they were able to speak accurately. This implies that the teacher needs to identify the language used in the video transcripts.

### **C. Suggestions**

Based on the conclusions and implications, some suggestions are offered for English teacher, the students, and other researchers. The suggestions are presented as follow.

1. To students

In learning to speak English, students in Class XA of State Senior High School 1 Gamping should practice speaking a lot. Participating in the classroom activities, answering teacher's questions, performing their works, etc could help the students to practice their English. They should not be afraid of making mistakes since it allows the teacher to help the students to improve their speaking skill by giving feedback.

2. To the English teacher

The English teacher should consider the students' need in learning English so he will be able to design suitable learning techniques and activities in the teaching and learning process to encourage the students to speak English. He also should enrich the materials to make the students interested in learning speaking. Moreover, the teacher should apply Classroom English to make the students accustomed to Classroom English. It is important for the teacher to create good atmosphere in the classroom to make the teaching and learning process enjoyable. It could be done by using videos accompanied with some interesting techniques and activities enabling the students to develop their speaking skill.

3. To other researchers

It is not an easy job to use videos in the teaching and learning process. The researcher suggests to the other researchers who want to conduct the same research to make sure that the videos are suitable with the Standard of Competence, Basic Competence, and with the students' proficiency level.

Moreover, they also should make sure that the teaching aids used could work well. In addition, they should be more creative in designing the techniques and activities to accompany the videos so that the teaching and learning could be more enjoyable.

## REFERENCES

- Alessi, Stephen and Trollip, Stanley R. 2001. *Multimedia for Learning*. New York: Allyn and Bacon.
- Brown, H.D. 2007. *Principles of Language Learning and Teaching (5th Edition)*. New York: Pearson Education Inc.
- \_\_\_\_\_. 2004. *Language Assessment*. New York: Addison Wesley Longman, Inc.
- \_\_\_\_\_. 2001. *Teaching by Principles, Second Edition*. New York: Longman
- BSNP. 2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Rutledge.
- \_\_\_\_\_. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Cameron, Keith. 2001. *Call and the Challenge of Change*. United Kingdom: Intellect Books.
- \_\_\_\_\_. 1999. *Computer Assisted Language Learning (CALL): Media, Design, and Applications*. Lisse Netherlands: Swets & Zeitlinger.
- Finnochiaro, M. and C. Brumfit. 1983. *The Functional Notional Approach from Theory to Practice*. Oxford: Oxford University Press.
- Harmer, Jeremy. 2001. *The Practice of Language Teaching*. London: Longman.
- \_\_\_\_\_. 1983. *The Principle of Language Teaching*. London: Longman.
- Harris, T. L and Hodges, R. E. 1995. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. New York: International Reading Association.
- McKay, Sandra. 2008. *Researching Second Language Classroom*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Nunan, D. 1999. *Second Language Teaching and Learning*. Massachusetts: University Press.
- \_\_\_\_\_. 1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Paul, Davies. 2000. *Success in English Teaching: A Complete Introduction to Teaching English at Secondary School Level and Above*. Oxford: Oxford University Press.



Richards, Jack C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press.

\_\_\_\_\_ and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

\_\_\_\_\_ and Richard W. Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. New York: Longman Publishing Group.

Robinet, Betty Wallace. 1983. *Second Language Learning: Contrastive Analysis, Error Analysis, and Related Aspects*. Ann Arbor: University of Michigan Press.

Smaldino, S., Lowther, D., and Russell, J. 2007. *Instructional Media and Technologies for Learning*. New Jersey: Prentice Hall, Inc.

Spratt, M., et al. 2005. *The Teaching Knowledge Test (TKT) Course*. Cambridge: Cambridge University Press.

Stempleski, S. 2005 *World Link 2: Developing Knowledge Test Course*. Cambridge: Cambridge University Press.

\_\_\_\_\_ and Arcario, P. (Eds.) (1992). *Video in Second Language Teaching: Using, selecting and producing video for the classroom*. Alexandria, VA: TESOL.

\_\_\_\_\_ and Barry T. 1990. *Video in Action: Classroom Techniques and Resources*. New York: Prentice Hall.

Tillit, Bruce and Bruder, Mary N. 1993. *Speaking Naturally*. United States of America: Cambridge University Press.

Esti, Ermawati. 2013. Using Video Clips to Improve the Speaking Skill of the Students of the Fourth Grade of Sengon Elementary School 3 (Ses 3) in the Academic Year of 2011/2012. *Skripsi S1*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, FBS Universitas Negeri Yogyakarta.

[www.channingtechnology.com](http://www.channingtechnology.com)

<http://www.youtube.com/watch?v=4Xf3SI9-Llo>

<http://www.youtube.com/watch?v=zTDxbXAEQ50>

[www.britishcouncil.com/video](http://www.britishcouncil.com/video)

# **APPENDICES**

**COURSE GRID**

**LESSON PLANS**

**INTERVIEW GUIDELINES AND TRANSCRIPTS**

**FIELD NOTES**

**SCORING RUBRIC AND SCORES**

**PHOTOGRAPHS**

**ATTENDANCE LIST**

**OBSERVATION SHEETS**

**PRE-TEST AND POST-TEST**

**PRE-TEST TRANSCRIPTS**

**PERMIT LETTERS**

# 1. COURSE GRID

**Course Grid of Teaching Speaking through Videos students in Class XA of State Senior High School 1 Gamping in the Academic Year of 2013/2014**

**STANDARD COMPETENCE**

9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.

**BASIC COMPETENCE**

9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of **thanking, complimenting, and congratulating** accurately, fluently, and acceptably.

9.2 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of surprising, not believing, and **accepting invitations** accurately, fluently, and acceptably.

Cycle	Theme	Indicators	Learning Materials		Teaching activities	Media and Sources
			Language functions	Vocabularies and Grammar		
1	Thanking	Students are able to: - Identify the expressions of thanks	<b>Expressions:</b> Formal - I'm very grateful for.... - Thank you very much for....	<b>Vocabularies:</b> Adjectives - beautiful /'bju:.tɪ.f əl/ - grateful /'greɪt.f ə l/	<b>Pre-viewing:</b> - Finding Indonesian equivalents of words listed in the table. - Practicing pronouncing the words in the table.	<b>Media:</b> - Laptop - LCD projector - Speaker - Videos from:

		<ul style="list-style-type: none"> <li>- pronounce the expression of thanks correctly</li> <li>- Use accurate intonation in expressing thanks</li> <li>- Perform a speaking task in the form of pair work.</li> </ul>	<p>- Thank you for....</p> <p>Informal</p> <ul style="list-style-type: none"> <li>- Thanks a million!</li> <li>- Thank you</li> <li>- Thanks</li> </ul> <p><b>Responding to thanks:</b></p> <p>Formal</p> <ul style="list-style-type: none"> <li>- Well, I just want to show my appreciation for....</li> <li>- It was my pleasure</li> <li>- You're welcome</li> </ul> <p>Informal:</p> <ul style="list-style-type: none"> <li>- Any time</li> <li>- Don't mention it</li> </ul> <p>Forget it</p>	<p>- important /ɪm'pɔːt ə nt/</p> <p>- kind /kaɪnd/</p> <p>- nice /naɪs/</p> <p>Noun</p> <ul style="list-style-type: none"> <li>- appointment /ə'pɔɪnt.mənt/</li> <li>- dinner /'dɪn.ə r /</li> <li>- gift /ɡɪft/</li> <li>- invitation /,ɪn.vɪ'teɪ.ʃ ə n/</li> <li>- restaurant /'restə.rɑːnt/</li> </ul> <p>Verb</p> <ul style="list-style-type: none"> <li>- buy /baɪ/</li> <li>- drive /draɪv/</li> <li>- get /get/</li> <li>- know /noʊ/</li> <li>- order /'ɔːr.də/</li> <li>-</li> </ul> <p>Key grammar:</p> <ul style="list-style-type: none"> <li>- Simple Present Tense</li> <li>- Simple Past Tense</li> </ul>	<p><b>While-viewing:</b></p> <ul style="list-style-type: none"> <li>- Listening and watching the videos for general comprehensions to get as much as information from videos.</li> </ul> <p><b>Post-viewing:</b></p> <ul style="list-style-type: none"> <li>- Identify the expressions and response from the videos.</li> <li>- Review and answer general comprehensions questions.</li> <li>- Play a game, "Can I have a pen?"</li> <li>- Make a role-play based on the situation cards given and perform it.</li> </ul>	<p><a href="http://www.youtube.com/dia-logues/pleasure">www.youtube.com/dia-logues/pleasure</a></p> <p><a href="http://www.youtube.com/dia-logues/modernday">www.youtube.com/dia-logues/modernday</a></p> <p>-Games: "Can I have a pen?"</p> <p>- situation cards</p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>- Functions in English</li> <li>- Speaking Naturally: Communication Skill in American English</li> <li>- Say It Naturally: Verbal Strategies for Authentic Communication</li> </ul>
--	--	---	--	--	---	---

	<b>Congratulation</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>- Identify the expressions of congratulation</li> <li>- pronounce the expression of congratulations correctly</li> <li>- Use accurate intonation in expressing congratulations</li> <li>- Perform a speaking task in the form of pair</li> </ul>	<p><b>Expressions:</b></p> <ul style="list-style-type: none"> <li>- Please accept my warmest congratulations on your graduation day.</li> <li>- Please accept my heartiest congratulations.</li> <li>- Congratulations on ....</li> <li>- Congratulations.</li> </ul> <p><b>Response:</b></p> <ul style="list-style-type: none"> <li>- Thank you.</li> <li>- Thanks.</li> </ul>	<p><b>Vocabulary:</b></p> <p><b>Noun</b></p> <ul style="list-style-type: none"> <li>- achievement /ə'tʃi:v.mənt/</li> <li>- education /,ed.jʊ'keɪ.ʃən/</li> <li>- graduation /,grædʒ.u'eɪ.ʃən/</li> <li>- students /'stju:dn̩t/</li> <li>- success /sək'ses/</li> </ul> <p><b>Verb</b></p> <ul style="list-style-type: none"> <li>- achieve /ə'tʃi:v/</li> <li>- finish /'fɪn.ɪʃ/</li> <li>- get /get/</li> <li>- study /'stʌd.i/</li> <li>- work /wɜ:k/</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>- diligent /'dɪl.ɪ.dʒənt/</li> <li>- happy /'hæp.i/</li> <li>- polite /pə'laɪt/</li> <li>- proud /praʊd/</li> <li>- successful /sək'ses.fəl/</li> </ul>	<p><b>Pre-viewing:</b></p> <ul style="list-style-type: none"> <li>- Finding Indonesian equivalents of words listed in the table</li> <li>- Practicing pronouncing the words in the table.</li> </ul> <p><b>While-viewing:</b></p> <ul style="list-style-type: none"> <li>- Listening and watching the videos for general comprehensions to get as much as information from videos.</li> </ul> <p><b>Post-viewing:</b></p> <ul style="list-style-type: none"> <li>- Identify the expressions and response from the videos.</li> <li>- Review and answer general comprehensions questions.</li> <li>- Make a role-play based on the situation cards given and perform it.</li> <li>- Give an appropriate</li> </ul>	<p><b>Media:</b></p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- LCD projector</li> <li>- Speaker</li> <li>- Videos from:</li> </ul> <p><a href="http://www.youtube.com/dia-logues/pleasure">www.youtube.com/dia-logues/pleasure</a></p> <p><a href="http://www.youtube.com/dia-logues/modernday">www.youtube.com/dia-logues/modernday</a></p> <ul style="list-style-type: none"> <li>- situation cards</li> </ul> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>- Functions in English</li> <li>- Speaking Naturally: Communication Skill in American English</li> <li>- Say It Naturally: Verbal Strategies for Authentic Communication</li> </ul>
--	-----------------------	--	---	---	---	---

		work.		<b>Grammar:</b> - Simple Present Tense - Simple Past Tense: - S+ (is/am/are)+ Adv  -S + (was/were) + Adv  - S+V2+Adv  You are the winner, congratulation.  You won chest match yesterday, congratulation.	expression and its response based on the pictures.	
3	Compliments	Students are able to: - Identify the expressions of compliments - pronounce the expression of	<b>Expressions:</b>  Formal - I would like to compliment you on.... - J just love your.... - I think your... is very nice	<b>Vocabularies:</b> Noun - clothes /kloʊðz/ - dress /dres/ - handkerchief /'hæŋ.kə.tʃɪ:f/ - shoes /ʃu:s/ - skirt /skɜ:t/	<b>Pre-viewing:</b> - Predicting words that the students going to hear in the videos and things they are going to see. - Finding Indonesian equivalents of words listed in the table.	<b>Media:</b> - Laptop - LCD projector - Speaker - Videos from:  <a href="http://www.youtube.com/dia-logues/pleasure">www.youtube.com/dia-logues/pleasure</a>

		compliments correctly  - Use accurate intonation in expressing compliments  - Perform a speaking task in the form of role play	Informal - That's nice - Pretty good - That's not bad  <b>Responding to compliment:</b> <b>Formal</b> - Thank you. It's nice of you to say so - Thank you, but it really isn't anything special - I'm glad you like it  Informal - Thanks - Thank you	Verb - buy /baɪ/ - come /kʌm/ - like /laɪk/ - love /lʌv/ - wear /wer/  Adjectives - amazing /ə'meɪ.zɪŋ/ - comfortable /'kʌm.fə.tə.bl/ - cute /kju:t/ - Fashionable /'fæʃ. ə n.ə.bl/ - suitable /'sju:.tə.bl/  <b>Grammar:</b> - Simple Present Tense - S+ (is/am/are)+ Adv -S+V1+Adv  I'm glad you like it I think your dress is very nice.	- Vocabulary matching activity - Practicing pronouncing the words in the table.  <b>While-viewing:</b> - Listening and watching the videos for general comprehensions to get as much as information from videos.  <b>Post-viewing:</b> - Identify the expressions and response from the videos. - Review and answer general comprehensions questions. - Play a survey game. - Make a role-play based on the situation cards given and perform it. - Give an appropriate	<a href="http://www.youtube.com/dialogues/modernday">www.youtube.com/dialogues/modernday</a>  - situation cards  <b>Sources:</b> - Functions in English - Speaking Naturally: Communication Skill in American English - Say It Naturally: Verbal Strategies for Authentic Communication
--	--	--	---	---	--	--



					expression and its response based on the pictures.	
	Invitations	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>- Identify the expressions of how to make, accept and decline invitations</li> <li>- pronounce the expression of how to make, accept and decline invitations</li> <li>- Use accurate intonation of how to make, accept and decline invitation</li> <li>- Perform a</li> </ul>	<p><b>Making invitations</b></p> <p>More formal:</p> <ul style="list-style-type: none"> <li>- I'd like to invite you to dinner this Saturday.</li> <li>- I was wondering if you'd like to watch a movie with me.</li> </ul> <p>Less formal:</p> <ul style="list-style-type: none"> <li>- Are you free on Saturday? Would you like to have a dinner with us?</li> <li>- How about dinner?</li> <li>- How about coffee?</li> </ul> <p><b>Accepting Invitations</b></p> <p>More formal:</p> <ul style="list-style-type: none"> <li>- Thank you. I'd love to</li> <li>- Yes, thank you. What time?</li> </ul>	<p><b>Vocabulary:</b></p> <p>apartment (N) /ə'pɑ:t.mənt/          birthday (N) /'bɜ:θ.deɪ/          call (V) /kɑ:l/          celebrate (V) /'sel.ɪ.breɪt/          invite (V) /ɪn'vaɪt/          night (N) /naɪt/          parent (N) /'per. ə nt/          party (N) /'pɑ:r.tɪ/          wonderful (Adj) /'wʌn.də.f ə l/    <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Simple Present Tense</li> <li>- S+ (is/am/are)+ Adv</li> <li>- S+V1+O+Adv</li> <li>- S+Can/can't +V1</li> </ul>	<p><b>Pre-viewing:</b></p> <ul style="list-style-type: none"> <li>- Predicting words that the students going to hear in the videos and things they are going to see.</li> <li>- Finding Indonesian equivalents of words listed in the table.</li> <li>- Vocabulary matching activity</li> <li>- Practicing pronouncing the words in the table.</li> </ul> <p><b>While-viewing:</b></p> <ul style="list-style-type: none"> <li>- Listening and watching the videos for general comprehensions to get as much as information from videos.</li> </ul> <p><b>Post-viewing:</b></p> <ul style="list-style-type: none"> <li>- Identify the expressions and</li> </ul>	<p><b>Media:</b></p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- LCD projector</li> <li>- Speaker</li> <li>- Videos from:</li> </ul> <p><a href="http://www.youtube.com/dia-logues/pleasure">www.youtube.com/dia-logues/pleasure</a></p> <p><a href="http://www.youtube.com/dia-logues/modernday">www.youtube.com/dia-logues/modernday</a></p> <ul style="list-style-type: none"> <li>- situation cards</li> </ul> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>- Functions in English</li> <li>- Speaking Naturally: Communication Skill in American English</li> <li>- Say It Naturally: Verbal Strategies for Authentic</li> </ul>

		speaking task in the form of role play	<p>Less formal:</p> <ul style="list-style-type: none"> <li>- Thanks. I'd love to</li> <li>- Sounds great</li> <li>- Ok</li> <li>- Alright</li> </ul> <p><b>Declining Invitations</b></p> <p>More formal:</p> <ul style="list-style-type: none"> <li>- I'm awfully sorry, but I have other plans.</li> <li>- I'd really like to, but ...</li> <li>- Sorry. I've already made plans for Saturday.</li> </ul> <p>Less formal:</p> <ul style="list-style-type: none"> <li>- I can't</li> </ul>	<p>I can't come , sorry. She is on duty so she can't come here. He invite us to his birthday party.</p>	<p>response from the videos.</p> <ul style="list-style-type: none"> <li>- Review and answer general comprehensions questions.</li> <li>- Play a survey game.</li> <li>- Make a role-play based on the situation cards given and perform it.</li> <li>- Give an appropriate expression and its response based on the pictures.</li> </ul>	Communication
--	--	--	--	---	--	---------------

## **2. LESSON PLANS**

## LESSON PLAN

School : SMA N 1 Gamping  
Grade/Semester: X/ 1  
Subject : English  
Text Type : Transactional and Interpersonal  
Topic : Thanking  
Language Skill: Speaking  
Time Allocation: 2 x 45 minutes

---

### A. STANDARD OF COMPETENCE

Speaking

9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.

### B. BASIC COMPETENCE

9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of **thanking**, complimenting, and congratulating accurately, fluently, and acceptably.

### C. INDICATORS

Students are able to:

1. Identify the expressions of thanking
2. Pronounce the expression of thanking correctly
3. Use accurate intonation in expressing thanking.
4. Complete dialogues with suitable expressions in the box and then acting out in pairs.
5. Perform a role play in front of the class based on the situation cards given.

## D. OBJECTIVES

### 1. Cognitive

- a. Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of thanking.
- b. Being given a model by the teacher, the students are able to say the expressions of thanking with the correct pronunciation, stress, and intonation.
- c. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking.
- d. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
- e. Being given a game, the students are capable of practicing the expressions of thanking confidently
- f. Being given some situation cues, the students are able to make a conversation that contain the expressions of thanking in the form of pair work carefully and confidently

### 2. Affective:

#### a. Characters Development

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

#### b. Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner.

## E. MATERIALS

### 1. Vocabularies:

Words	Pronunciation
appointment(N)	/ə'pɔɪnt.mənt/
cancel (V)	/'kænsəl/
dinner(N)	/'dɪn.ə r/
important (Adj)	/ɪm'pɔ:t ə nt/

postpone (V)	/pəʊs t 'pəʊn
rather (Adv)	/'ræð.ə/

## 2. A dialogue including expressions of thanking, for example: Attached (Appendix)


### Expressions of thanks on the dialogue:

- Thank you very much.
- Thanks.

### Responding to thanks on the dialogue:

- You're welcome
- Don't mention it

### Other Expressions of thanks:

Degree Formality	Expressions Thanks	Responses
<b>More formal</b>  <b>Less Formal</b>	I'm so grateful for ... Thank you very much for ... Thank you so much for ... Thank you for ... That was nice of you. Thank you. Thanks a lot for ... I really appreciate (the invitation). Thanks! Thanks a million!	You're entirely welcome. Don't mention it. You're welcome. It was my pleasure. You're welcome. It was nothing. What are friends for? Don't worry about it. Forget it.

### Situations

- Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).
- Less formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).

There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success,

asked about their health, an invitation, leaving a party or social gathering and for services.

## **F. MEDIA**

- Videos from internet
- LCD projector
- Speaker
- Situation Cards

## **G. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)**

## **H. TEACHING-LEARNING ACTIVITIES**

### ➤ Opening Activities

1. Teacher greets the students.
2. Teacher checks the students' attendance.
3. Teacher prepares the class condition.
4. Lead in: teacher gives the students apperception to attract their attention.
  - a. Teacher plays a video from Dido entitled Thank You to the students.
  - b. Teacher asks them about the things that can make them thank to others.

### ➤ Main Activities

1. Presentation
  - a. The students pronounce some words and find the meaning from each word in Task 1
  - b. Teacher plays a video that contains a conversation about thanking.
  - c. Teacher asks the students to guess and identify the expressions of thanking from the video. Task 2
  - d. Teacher asks the students some questions related to the video. Task 3
  - e. Teacher shows other expressions of thanking and explains how to use them.
  - f. Teacher pronounces the expressions of thanking on table repeated by the students after her. Task 4

## 2. Practice

- a. Teacher leads the students to play “can I have a pen?” game. Task 5
- b. Teacher gives task to the students and asks them to complete dialogues with relevant expressions and then act them out in pairs. Task 6

### ➤ Production

1. Teacher gives the students some situation cards. The students act their dialogues out in front of the class. Task 7

### ➤ Closing Activities

1. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
2. Teacher ends the lesson.

## I. LEARNING SOURCES

Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. Function in English. Hong Kong: Oxford University Press.

Tillitt Bruce, B. Mary Newton. 1985. Speaking Naturally: Communication Skill in American English. United States of America: Cambridge University Press.

W. Allie Patricia. 1998. Say It Naturally: Verbal Strategies for Authentic Communication. United States of America: Heinle & Heinle Inc. Thomson Learning

[www.youtube.com/dialogues/pleasure](http://www.youtube.com/dialogues/pleasure)

[www.youtube.com/dialogues/modernday](http://www.youtube.com/dialogues/modernday)

## J. ASSESMENTNTS (attached)

Yogyakarta, 16 October 2013

Approved by,

English Teacher

Researcher

Drs. C. Bambang Danato  
NIP. 19620905 199412 1 003

Ragil Safitri  
NIM. 09202241016



## SPEAKING

# EXPRESSING THANKS



Picture 1

[matthewsm1th.com](http://matthewsm1th.com)

There are some common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services. In this section, you will learn how to thank and respond to thank both in formal and informal situation.

## A. LEAD IN

*Watch and listen a video that will be played by your teacher.*



Picture 2  
([www.real.com](http://www.real.com))



### TASK 1

*Below are some words you are going to find in Task 2. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.*

Words	Pronunciation	Indonesian Equivalent
appointment(N)	/ə'pɔɪnt.mənt/	
cancel (V)	/'kænsəl/	
dinner(N)	/'dɪn.ə r/	
important (Adj)	/ɪm'pɔ:t ə nt/	
postpone (V)	/pəʊs t 'pəʊn/	
rather (Adv)	/'ræð.ə/	



### TASK 1

*Below are the conversation transcripts from the video. Identify the expressions of thanks and the responses from the video.*

**Situation: Huanida calls Els to inform that she will postpone the dinner with Michel, Bob and him.**

(The telephone rings)

Els : Hello.

Huanida : Hi Els, this is Huanida.

Els : Ohh, hi Huanida. How are you this evening?

Huanida : Emmm, not so good sorry to say.

Els : Oh, really? What's wrong? Are you OK?

Huanida : well, I'm fine but I was calling to see if we can postpone our dinner.

Els : You wanna postpone our dinner?

- Huanida : Yes, see. Michel has had an appointment and she can't cancel it.
- Els : Oh, I see. What it does sound important.
- Huanida : It's rather important.
- Els : So, when do you want to postpone our date to?
- Huanida : Emm, it's Friday, OK?
- Els : Friday? This Friday? The day after tomorrow?
- Huanida : Yes, it's that OK?
- Els : Yeah, that ... that's great I'm so happy. I thought you are going to postpone it longer.
- Huanida : No way. I've really been looking forward to going out to dinner with you and Bob.
- Els : and Michella?
- Huanida : I know she's been looking forward to it, too.
- Els : That's great.
- Huanida : Can you please tell Bob if you see him?
- Els : Yes, sure. I'll tell Bob that we postpone the dinner until Friday.
- Huanida : OK, that's all, thanks.
- Els : OK, thank you too. Good bye.
- Huanida : Bye.



### TASK 3


*Answer the questions bellow orally based on the video.*

1. How many participants are there in the conversation?
2. What is the relationship between the speakers?
3. How did the conversation happen?
4. Why did Huanida call Els?
5. Why did Huanida decide to postpone her date?
6. With whom Huanida would have dinner?
7. When did she want to postpone the date to?
8. What should Els do for her?



## TASK 4

*Read and study the expressions bellow.*

Degree Formality	Expressions Thanks	Responses
<b>More formal</b>  <b>Less Formal</b>	I'm so grateful for ... Thank you very much for ... Thank you so much for ... Thank you for ... That was nice of you. Thank you. Thanks a lot for ... I really appreciate (the invitation). Thanks so much Thanks a million! Thanks!	You're entirely welcome. Don't mention it. You're welcome. It was my pleasure. You're welcome. It was nothing. What are friends for? Don't worry about it. Forget it.

- Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).
- Less formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).
- There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services. Example:

### Thanking for a gift

The person receiving the gift usually says three things:

1. An expression of thanks, e.g. Mike: Oh, thank you!
2. A compliment of a gift itself, showing that the recipient likes the gift, e.g. Jack: It's beautiful. Thank you very much. I've always wanted a picture from Japan.
3. A question related to the gift (its origin, use, maker, etc) to show interest in the gift, e.g. Janie: oh, thank you! I just love roses! Are they from your garden?



## TASK 5

*Let's play a game.*

The teacher tells the students that they are going to have a game and gives the example of the game. Example:

1. The teacher goes around the class and ask students:  
T: Can I have a pen/book/pencil/ruler, ect?  
S: Yes, of course. Here is a pen.  
T : Thank you.  
S: You are welcome.
2. The teacher continues to ask the other students.
3. And then the teacher asks the students to take back their stationary.  
S: Can I have my pen?  
T: Yes, of course. Here is your pen  
S: Thank you  
T: You are welcome
4. She continues until no stationary left.
5. And then, she asks a student to lead the game.

Notes: The expressions of thanks and the responses may vary.



## TASK 6

*Complete the conversations bellow with the suitable expressions on the box and then act them out with your partner.*

1. Dava: That's a beautiful necklace you're wearing.  
Amel:
2. Bella: What a gregarious flower arrangement. It's really beautiful.  
David:
3. John: Would you sing some more, Jessie? That last song was lovely.  
Jessie:
4. Adam: That chicken dish was fantastic, Mike. You're a great cook.  
Mike:
5. Sarah: You did a beautiful job decorating my home. It looks wonderful.  
Robby:

- a. Thank you John, I hope you enjoy it.
- b. I appreciate the compliment but my sister helped me a lot.
- c. Thanks, Dav. I got it in Mexico last summer.
- d. That's nice of you to say so. I'm really glad you like it Bella.
- e. Thank you for saying so, I got help from other too.



## TASK 7

### Role-play.

1. *The teacher asks your students to work in pairs.*
2. *The teacher asks each pair to take a situation card.*
3. *Ask them to make a dialogue based on the situation card.*
4. *The students may reverse roles and create different dialogues when they have finished.*
5. *The teacher asks them to perform in front of the class.*

Mrs. Ana, your neighbour brings you some delicious homemade cookies. What will you say to her?

Bella, your best friend brings you pizza, what will you say to her?

Mrs. Nadia, your English teacher explained the recount text to you after the class. What will you say to her?

Your mother gives you a new dress. What will you say to her?

Your brother has folded and put away your laundry for you. What will you say to him?

Your friend, Daniel bought you a cowboy hat from his trip to Texas last week. What will you say to him?

David, your classmate gives you direction to the new post office near your school. What will you say to him?

Vika, your classmate gives you a gift for your birthday. What will you say to her?

## LESSON PLAN

School : SMA N 1 Gamping  
Grade/Semester: X/ 1  
Subject : English  
Text Type : Transactional and Interpersonal  
Topic : Congratulating  
Language Skill: Speaking  
Time Allocation: 2 x 45 minutes

---

### A. STANDARD OF COMPETENCE

Speaking

9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.

### B. BASIC COMPETENCE

9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of thanking, complimenting, and **congratulating** accurately, fluently, and acceptably.

### C. INDICATORS

Students are able to:

1. Identify the expressions of congratulation.
2. Pronounce the expression of congratulation correctly.
3. Use accurate intonation in expressing congratulation.
4. Complete dialogues with suitable expressions and then acting out in pairs.
5. Performing a semi-guided speaking task in the form of pair work confidently
6. Perform a role play in front of the class based on the situation cards given.

## D. OBJECTIVES

### 1. Cognitive

- a. Being given a video and some stimulating questions, the students are capable of identifying certain expressions of congratulation.
- b. Being given a model by the teacher, the students are able to say the expressions of congratulation with the correct pronunciation, stress, and intonation.
- c. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of congratulation.
- d. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of congratulation in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
- e. Being given some situation cues, the students are able to make a conversation that contains the expressions of congratulation in the form of pair work confidently.

### 2. Affective:

#### a. Characters Development

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

#### b. Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner.

## E. MATERIALS

### 1. Vocabularies:

Words	Pronunciation
accepted(Adj)	/ək'sep.tɪd/
canteen (N)	/kæn'ti:n/
congratulation (N)	/kən.græt.jʊ'leɪ.ʃən/
glad(Adj)	/glæd/



hear (V)	/hɪr/
pleased(V)	/pli:zd/
satisfied(Adj)	/'sæt.ɪs.faid/
university(N)	/ˌju:ni'vɜ:si.ti/

**2. A dialogue including expressions of congratulation, for example: Attached (Appendix)**

**Expressions of congratulation on the dialogue:**

- Congratulation

**Responding to congratulation on the dialogue:**

- Thank you.

**Other Expressions of congratulation:**

Expressions Congratulation	Responses
Please accept my heartiest congratulations. I must congratulate you on your success. Congratulations on your ..... (promotion). Congratulation! Well done. Fantastic! Terrific!	Thank you. Thanks. Thank you very much. Thanks a lot.

**F. MEDIA**

- Videos from internet
- LCD projector
- Speaker
- Situation Cards

**G. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)**

**H. TEACHING-LEARNING ACTIVITIES**

➤ Opening

1. Teacher greets the students.
2. Teacher checks the students' attendance.

3. Teacher prepares the class condition.
4. Lead in: teacher gives the students apperception to attract their attention.
  - a. Teacher plays a video of celebration and congratulation to the students.
  - b. Teacher asks them about the things that can make them congratulate to others.

➤ Main Activities

1. Presentation

- a. The students pronounce some words and find the meaning from each word in Task 1
- b. Teacher plays a video that contains a conversation about congratulation.
- c. Teacher asks the students to guess and identify the expressions of congratulation from the video. Task 2
- d. Teacher asks the students some questions related to the video. Task 3
- e. Teacher shows other expressions of congratulation and explains how to use them.
- f. Teacher pronounces the expressions of congratulation on table repeated by the students after her. Task 4

3. Practice

- a. Teacher asks the students to complete dialogues with relevant expressions and then act them out in pairs. Task 5
- b. Teacher asks the students to give the most appropriate expression and response of congratulation based on the situations. Task 6
- c. Teacher asks the students to complete dialogue with the expressions in the box then, perform it with their partner. Task 7

➤ Production

- a. The teacher asks the students to work in group of four to make a dialogue based on the situation given and then act it out in front of the class. Task 8

➤ Closing Activities

- a. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
- b. Teacher ends the lesson.

## I. LEARNING SOURCES

Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. Function in English. Hong Kong: Oxford University Press.

Tillitt Bruce, B. Mary Newton. 1985. Speaking Naturally: Communication Skill in American English. United States of America: Cambridge University Press.

W. Allie Patricia. 1998. Say It Naturally: Verbal Strategies for Authentic Communication. United States of America: Heinle & Heinle Inc. Thomson Learning

[www.youtube.com/dialogues/modernday](http://www.youtube.com/dialogues/modernday)

## J. ASSESMENTS (attached)

Yogyakarta, 19 October 2013

Approved by,

English Teacher

Researcher

Drs. C. Bambang Danato  
NIP. 19620905 199412 1 003

Ragil Safitri  
NIM. 09202241016

## SPEAKING

# EXPRESSING CONGRATULATIONS



Picture 1

[www.pictures88.com](http://www.pictures88.com)

There are some common situations that require congratulations. There are when your friends win a competition, in graduation day, for a happy moment, or for your colleagues' success. In this unit you will learn how to congratulate and how to response to it both in formal and less formal situation.

## B. LEAD IN

*Watch and listen a video that will be played by your teacher.*



Picture 2

[www.real.com](http://www.real.com)



### TASK 1

*Below are some words you are going to find in Task 2. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.*

Words	Pronunciation	Indonesian Equivalent
accepted(Adj)	/ək'sep.tɪd/	
canteen (N)	/kæn'ti:n/	
congratulation (N)	/kɒn,græt.jʊ'leɪ.ʃən/	
glad(Adj)	/glæd/	
hear (V)	/hɪr/	
pleased(V)	/pli:zd/	
satisfied(Adj)	/'sæt.ɪs.faid/	
university(N)	/ju:.nɪ'vɜ:.sɪ.ti/	



### TASK 2

*Below are the conversation transcripts from the video. Identify the expressions of congratulations and the responses from the video.*

**Situation:** Mi, day, and their friend talking about Maulidya. And then Maulidya comes. All of them congratulate her for accepting in University of Lampung.

Boy : Hi, Mi.

Mi : Hi, how are you?

Boy : I'm fine. Where is Maulidya?

- Mi : She is in the canteen.
- Day : I hear any happy news from Maulidya.
- Boy : Oh really? What's that?
- Mi : Yes, it's true. Mauw is accepted in University of Lampung.
- Boy : Oh, that's a relief.
- Mi : Hi Mauw, congratulation.
- Mauw : Emm, congratulation for what?
- Boy : We hear you are accepted in University of Lampung.
- Mauw : Oh yes, it's true.
- Boy : I'm very glad to hear that.
- Mauw : Yes, I'm very satisfied with that.
- Boy : Yes, we're pleased with you.
- Mauw : OK, thank you.
- Boy : Never mind.



### TASK 3

*Answer the questions bellow orally based on the video.*

1. What is the topic of the conversation?
2. How many people are there in the video? Who are they?
3. What is the relationship between them?
4. Where do you think the setting of the video?
5. What did Mi say to congratulate Maulidya?
6. Where will Maulidya continue her study?



### TASK 4

*Read and study the expressions bellow.*

Expression of Congratulation	Response
Please accept my heartiest congratulations.	Thank you.
I must congratulate you on your success.	Thanks.
Congratulations on your..... (promotion)	Thank you very much.
Congratulation!	Thanks a lot.
Well done.	
Fantastic!	
Terrific!	



### TASK 5

*Complete the following dialogues below with relevant expressions and then act them out in pairs.*

1. Andre : Congratulation on getting a free coupon to borrow movies from "LEGEND" DVD rental.

Susan : \_\_\_\_\_

1. Sarah : I like your job. Congratulation you will be the manager now.

Bona : \_\_\_\_\_

3. Doni : \_\_\_\_\_ everybody in the club loves your work.

Anita : Thank you.

Doni : Where did you get the idea?

Anita : A scene in the "Pirates of the Caribbean" inspired me.

4. Bayu : I saw your performance on TV yesterday. \_\_\_\_\_ you have inspired the jury.

Nino : Thanks. I worked hard to prepare anything.

5. Maya : Cit seems that your diet programme works on you. You are looking good

Intan : \_\_\_\_\_



## TASK 6

*Give the most appropriate expression and response based on the picture below.*



1. Sekar congratulates Aji for becoming the winner in science Olympiad.



2. Intan congratulates Bella for getting new shoes as her prize in the dance competition.



3. Doni congratulates Ayu who is writing next to him. Ayu became the winner in the poetry reading competition.



4. Maya and Dona congratulate David. He is the champion in debate competition in Jakarta.





### TASK 7

*Work in pairs to complete the following dialogues with the suitable expression in the box and then perform it with your pair.*

Retno : Congratulation on your seventeen birthdays.

Wulan : Thank you.

Nurul : \_\_\_\_\_

Wulan : Thank you for saying so. You look so sweet in that red vest.

Nurul : Thanks. Look Doni is coming  
\_\_\_\_\_

Wulan : Yes, you are right.

Doni : Hi Wulan, \_\_\_\_\_

Retno : Thanks. By the way, congratulation on winning the first prize on photography competition.

Doni : \_\_\_\_\_

Nurul : Your idea was brilliant. I think you are genius.

Doni : Oh, not really.

Wulan : Anyway, let's start the party.

- a. You look charming in that white gown.
- b. What a gregarious boy!
- c. Congratulation on your birthday.
- d. Thank you.



### TASK 8

*Choose one of these role play cards then make a dialogue based on the situation below. Work in group of four and then act it out.*

#### Card 1

Your brother wins a free ticket to watch Simple Plan's concert in Canada. You, your father, and your mother congratulate him.

#### Card 2

Your cousin wins the first prize on the Movie Festival. You, your brother, and your sister congratulate him.

#### Card 3

You and your close friend congratulate your classmates who get the best mark on the Poetry class.

## LESSON PLAN

School : SMA N 1 Gamping  
Grade/Semester: X/ 1  
Subject : English  
Text Type : Transactional and Interpersonal  
Topic : Complimenting  
Language Skill: Speaking  
Time Allocation: 2 x 45 minutes

---

### A. STANDARD OF COMPETENCE

Speaking

9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.

### B. BASIC COMPETENCE

9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of thanking, **complimenting**, and congratulating accurately, fluently, and acceptably.

### C. INDICATORS

Students are able to:

1. Identify the expressions of compliments.
2. Pronounce the expression of compliments correctly.
3. Use accurate intonation in expressing compliments.
4. Perform a role play in front of the class based on the situation cards given.

### D. OBJECTIVES

1. Cognitive
  - a. Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of compliments.

- b. Being given a model by the teacher, the students are able to say the expressions of compliments with the correct pronunciation, stress, and intonation.
  - c. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of compliment.
  - d. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of compliments in a speaking activity in the form of pair work confidently, politely, and honestly.
  - e. Being given a game, the students are capable of practicing the expressions of compliments confidently
  - f. Being given some situation cues, the students are able to make a conversation that contain the expressions of compliments in the form of pair work carefully and confidently
2. Affective:
- a. Characters Development  
Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.
  - b. Communicative Competence  
Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner.

## E. MATERIALS

### 1. Vocabularies:

Words	Pronunciation
clinch (V)	/kɪn tʃ/
fashionable(Adj)	/'fæʃ. ə n. ə. bl/
flater(V)	/'flæt. ə/
modest (Adj )	/'mɔ: .dɪst/
notice (V)	/'nəʊ.tɪs/
outfit (N)	/'aʊt.fɪt/
parfum(N)	/pɜ:.'fju:m/
style(N)	/stɑɪl/



- Situation Cards
- Speakers

## **G. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)**

## **H. TEACHING-LEARNING ACTIVITIES**

### ➤ Opening Activities

1. Teacher greets the students.
2. Teacher checks the students' attendance.
3. Teacher prepares the class condition.
4. Lead in: teacher gives the students apperception to attract their attention.
  - a. Teacher plays a video clip to attract students' attention.
  - b. Teacher compliments some students' appearance, belongings, or even works.

### ➤ Main Activities

1. Presentation
  - a. The students predict the words they are going to hear in the videos. Task 1
  - b. The students pronounce some words and find the meaning from each word in Task 2
  - c. The students match the some words and phrases in the table to their definition in Task 3
  - d. Teacher plays a video that contains a conversation about complimenting.
  - e. Teacher asks the students to guess and identify the expressions of compliments from the video. Task 4
  - f. Teacher asks the students some questions related to the video. Task 5
  - g. Teacher shows other expressions of compliments and explains how to use them.
  - h. Teacher pronounces the expressions of compliments on table repeated by the students after her. Task 6
2. Practice
  - a. Teacher asks the students to match the situation with the appropriate compliments in the table. Task 7

- b. Teacher asks the students to complete dialogues with the provided expressions and then act them out in pairs. Task 8
- c. Teacher asks the students to give the most appropriate expressions of compliment based on the pictures provided. Task 9

### 3. Production

- a. Teacher asks the students to work in group of 3 to play the survey games. Task 10

### ➤ Closing Activities

- 1. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
- 2. Teacher ends the lesson.

## I. LEARNING SOURCES

Tillitt Bruce, B. Mary Newton. 1985. Speaking Naturally: Communication Skill in American English. United States of America: Cambridge University Press.

W. Allie Patricia. 1998. Say It Naturally: Verbal Strategies for Authentic Communication. United States of America: Heinle & Heinle Inc. Thomson Learning

<http://learnenglish.britishcouncil.org>

## J. ASSESMENTNS (attached)

Yogyakarta, 23 October 2013

Approved by,

English Teacher

Researcher

Drs. C. Bambang Danato  
NIP. 19620905 199412 1 003

Ragil Safitri  
NIM.09202241016

## SPEAKING

# EXPRESSING COMPLIMENTS



Picture 1

[skcyberbullies.blogspot.com](http://skcyberbullies.blogspot.com)

Compliments express approval, and their main purpose is to show that you like some aspects of the other person's appearance, belongings, or works. This reassures the other person that his or her taste, appearance, etc., is appreciated by other people. In this section, you will learn how to compliment and respond to compliment both in formal and informal situation.

## C. LEAD IN

*Watch and listen a video that will be played by your teacher.*



Picture 2

([www.real.com](http://www.real.com))



### TASK 1

*Complete the following table.*

*Your teacher will tell you the topics and situation of the video. Predict and then list some words you are going to hear and mention some things you are going to see in the video.*

Words	Things



### TASK 2

*Below are some words you are going to find in Task 2. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.*

Words	Pronunciation	Indonesian Equivalent
clinch (V)	/kln t ʃ/	
fashionable(Adj)	/'fæʃ. ə n. ə. bl/	
flatter(V)	/'flæt. ə/	
modest (Adj )	/'mɑ: .dɪst/	
notice (V)	/'nəʊ .tɪs/	
outfit (N)	/'aʊt .fɪt/	
perfume(N)	/pɜ: 'fju: m/	
style(N)	/stɑɪl/	
suitable (Adj)	/'sɪ j u: .tə. bl/	
wear (V)	/wer/	





### TASK 3

*Match the words and phrases in the table to their definition.*

a. by the way	f. I appreciate that
b. clinch	g. modest
c. deal	h. notice
d. high street	i. outfit
e. I'm flattered	j. pay(someone)a compliment
	k. you wear it well

1. a business arrangement
2. a set of clothes
3. where the most important businesses and shops in a town are located (British English)
4. expression used to introduce a new subject or add information
5. it suits you, it is right for you
6. not willing to talk too much about one's achievements and abilities
7. to say something (to someone) to express approval or admiration for things that someone does
8. to see or become aware of something
9. used to express that you are very pleased after receiving a compliment
10. used to thank someone or to show that you are grateful
11. win (informal)



### TASK 4

*Fill in the blank with the suitable words or phrase and then identify the expressions of compliments and the responses from the video.*

- Man** : Good morning!
- Woman** : Morning!
- Man** : By the way, I just 1) .... to say well done on clinching that deal!
- Woman** : Oh, thanks. It wasn't too difficult.
- Man** : You're being 2) ....! You 3) .... really well.
- Woman** : Thank you.
- Man** : You're a great manager, you know.
- Woman** : Do you think so?
- Man** : Oh yeah.
- Woman** : I appreciate that.
- (pause)

- Man** : Have you cut your hair?
- Woman** : Oh yes, I did actually. Thanks 4) ...!
- Man** : Where did you get it 5) ....?
- Woman** : Oh, just that place on the high street.
- Man** : They did a 6) .... and it looks great with the outfit.
- Woman** : Do you think so?
- Man** : Oh yeah. Very fashionable.
- Woman** : Oh, it's just 7) ....
- Man** : Well, 8) .... of style.
- Woman** : Thank you, you too.
- Man** : Thank you.
- (pause)*
- Man** : Nice perfume, too. 9) ....?
- Woman** : Well, yes it is, actually.
- Man** : You wear it well.
- Woman** : 10) .....
- Man** : My pleasure.
- Woman** : Listen, do you want something?
- Man** : No. I'm just being polite, you know.
- Woman** : Hmmm.

Taken from: <http://learnenglish.britishcouncil.org>



## TASK 5


*Answer the questions below orally based on the video.*

1. How many people are there in the video? Who are they?
2. What is the relationship between them?
3. Where did the woman cut her hair?
4. What perfume that wear by the woman?
5. What did the man say about the woman's perfume?



## TASK 6

*Read and study the expressions bellow.*

Degree Formality	Expressions Compliments	Responses	Returning Compliment (Optional)
<b>More formal</b>  <b>Less Formal</b>	I would like to compliment you on.... I think your (hair) is very nice I just love your .... The (pizza) is delicious I really like your .... This (cheese) is super. That's not bad (bike) you've got That's nice That's not bad Terrific	Thank you. It's nice of you to say so. Thank you, yours is even nicer. I'm glad you like it Thank you Thanks	(You inspired me) It's nice to hear that from someone with your experience Yours is nice too.

- Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).
- Less formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).
- Compliments express approval, and their main purpose is to show that you like some aspects of the other person's appearance, belongings, or works. This reassures the other person that his or her taste, appearance, etc., is appreciated by other people.

Three ways to give a compliment:

1. By saying something nice about the object
2. By asking how the person made it or where it was bought (but not how much it cost)
3. By asking for another look or another serving, if it is food.

In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:

Example:

Joseph : That was a great dinner. You must have spent all day cooking.

Maya : Thanks. But it really only took an hour.



### TASK 7

*Match the following situations with the appropriate compliments.*

NO	Situation	Compliments
1	You compliment someone on their appearance.	What a nice dress!
2	You say nice thing about your friends' dress.	You look great!
3	Your colleague is very fashionable and well dress.	You're looking glamorous.
4	Your friend has just passed an important exam	Fantastic!
5	You compliment your brother for his new car	Well, Done!
6	You give response to your friend compliment.	Thank you very much for your compliment.



### TASK 8

*Complete the following dialogue with the suitable expressions provided in the box. And then act it out with your partner.*

(The doorbell rings)

George Burns : Come in!

Jack Palmer : Hey, George. Thank you.

Mary Palmer : Hey, George. How are you?

George Burns : Just fine, thanks, Mary. And you?

Mary palmer : Fine.

Donna Burns : (coming to greet them) Sorry, last-minute things in the oven.

Jack : These are for you.

George : Oh, thank you! They are beautiful!

Marry : 1) \_\_\_\_\_

Donna : Why, thank you. I'm so glad you could come. Let's sit here so we can see the garden as the sun is going down.

Mary : 2) \_\_\_\_\_

Donna : Thank you.

Mary : What are those tall flowers in the back?

Donna : Those are salvias. Would you like some?

Marry : 3) \_\_\_\_\_, but I don't have a spot of sun to grow them in.

Donna : That's right. George mentioned that you and Jack are specialists in shade flowers. Aren't you two illustrating a book? That must be very interesting.

Mary : 4) \_\_\_\_\_. Yes, we are doing a book for the Wildlife Federation.

Donna : Well, I've got this one shady corner that I have trouble with. Maybe you can give me some advice.

Mary : 5) \_\_\_\_\_.

Donna : We'll just have time for a look before dinner. Back in a minute, dear.

George : Ok. Jack and I will admire the view from here.

I'll try.

It's nice of you to remember.

Thanks so much.

What a lovely home you have!

Your garden is beautiful, Donna.



### TASK 9

*Give the most appropriate expressions of compliments based on the pictures below.*

	Michael compliments Sandra on her beautiful sun glasses.
	Bella compliments her partner on her new hair cut.
	Andre compliments Adam on his new bag.
	Maya compliments on Shinta's new shoes.



### TASK 10

**Let's Play.**

**Survey Games**

1. The teacher asks the students to work in group of 3.
2. The teacher gives each group two situation cards.
3. The teacher asks a student to read the cards.
4. The teacher tells that the others students should give their compliments and respond to the situations.
5. The teacher asks them to write down the result on table.
6. The teacher asks them to report the result in front of the class.

Students	Compliments	Responses
1.		
2.		
3.		

Card 1

My mother gives  
me a new  
motorcylce on my  
birthday.

Card 2

I joined an  
International  
English Club in the  
inetrnet.

## LESSON PLAN

School : SMA N 1 Gamping  
 Grade/Semester: X/ 1  
 Subject : English  
 Text Type : Transactional and Interpersonal  
 Topic : Making and Accepting an Invitation  
 Language Skill : Speaking  
 Time Allocation: 2 x 45 minutes

---

### A. STANDARD OF COMPETENCE

Speaking

9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.

### B. BASIC COMPETENCE

9.2 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of surprising, not believing, and **accepting and declining invitations** accurately, fluently, and acceptably.

### C. INDICATORS

Students are able to:

1. Identify the expressions of invitations.
2. Pronounce the expression of invitations correctly.
3. Use accurate intonation in inviting someone.
4. Perform a role play in front of the class based on the situation cards given.

### D. OBJECTIVES

1. Cognitive
  - a. Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of invitations.

- b. Being given a model by the teacher, the students are able to say the expressions of invitations with the correct pronunciation, stress, and intonation.
  - c. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of invitations.
  - d. Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of invitations in a speaking activity in the form of pair work confidently, politely, and honestly.
  - e. Being given a game, the students are capable of practicing the expressions of invitations confidently
  - f. Being given some situation cues, the students are able to make a conversation that contain the expressions of invitations in the form of pair work carefully and confidently
2. Affective:
    - a. Characters Development
 

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.
    - b. Communicative Competence
 

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner.

## E. MATERIALS


### 1. Vocabularies:

Words	Pronunciation
apartment (N)	/ə'pɑ:t.mənt/
birthday (N)	/'bɜ:θ.deɪ/
call (V)	/kɑ:l/
celebrate (V)	/'sel.ɪ.breɪt/
invite (V)	/ɪn'vaɪt/
night (N)	/naɪt/
parent (N)	/'per. ə nt/



party (N)	/'pɑ:r.tɪ/
wonderful (Adj)	/'wʌn.də.f ə l/

2. expressions of invitations, for example:

Degree Formality	Making Invitations	Accepting	Declining
<b>More formal</b>    <b>Less Formal</b>	- I'd like to invite you to dinner this Saturday. - I was wondering if you'd like to ... - Are you free on Saturday? Would you like to ... - How about dinner? - How about coffee?	- Thank you. I'd love to  - Yes, thank you. What time?  - Thanks. I'd love to  - Sounds great - Ok - Alright	- I'm awfully sorry, but I have other plans. - I'd really like to, but ...  - Sorry. I've already made plans for Saturday. - Oh darn! Have to ...

## F. MEDIA

- Videos
- LCD Projector
- Situation Cards
- Speakers

## G. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

## H. TEACHING-LEARNING ACTIVITIES

### ➤ Opening Activities

1. Teacher greets the students.
2. Teacher checks the students' attendance.
3. Teacher prepares the class condition.
4. Lead in: teacher gives the students apperception to attract their attention.
  - a. Teacher plays a video clip to attract students' attention.
  - b. Teacher asks the students some questions: If you want to invite your friend to come to your party, what will you say?

➤ Main Activities

1. Presentation

- a. The students predict some words they are going to hear from the videos. Task 1
- b. The students pronounce some words and find their Indonesian equivalents in Task 2
- c. Teacher plays a video that contains a conversation about inviting.
- d. Teacher asks the students to guess and identify the expressions of invitation from the video in Task 3
- e. Teacher asks the students some questions related to the video. Task 4
- f. The teacher asks the students to match some words in the table. Task 5 and then plays the other videos.
- g. The teacher asked the students to answer comprehension questions. Task 7
- h. Teacher shows other expressions of invitations and explains how to use them.
- i. Teacher pronounces the expressions of invitations on table repeated by the students after her in Task 8

2. Practice

- a. Teacher asks the students to complete the conversations with the appropriate expressions of making, accepting, and declining invitation in the table. Task 9
- b. Teacher asks the students to work in pair and then choose a situation to make a conversation and then act it out in front of the class. Task 10

3. Production

- a. Teacher asks the students to work in group of 4 to perform a role-play based on the situation given. Task 11

➤ Closing Activities

1. Teacher and the students summarize the lesson. Teacher and the students do a reflection.
2. Teacher ends the lesson.

## I. LEARNING SOURCES

Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.

Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skill in American English*. United States of America: Cambridge University Press.

W. Allie Patricia. 1998. *Say It Naturally: Verbal Strategies for Authentic Communication*. United States of America: Heinle & Heinle Inc. Thomson Learning

[www.youtube.com/dialogues/modernday](http://www.youtube.com/dialogues/modernday)

**J. ASSESMENTNS** (attached)

Yogyakarta, 26 Oktober 2013

Approved by,

English Teacher

Researcher

Drs. C. Bambang Danato

NIP. 19620905 199412 1 003

Ragil Safitri

NIM. 09202241016

## SPEAKING

# ACCEPTING AND DECLINING INVITATIONS



Picture 1

[matthewsm1th.com](http://matthewsm1th.com)

This unit focuses on social invitations—how to make them and how to accept and decline them. After completing the exercises, you should feel comfortable in making and replying to invitations in various situations.

## A. LEAD IN

*Watch and listen a video that will be played by your teacher.*



Picture 2  
([www.real.com](http://www.real.com))



### TASK 1

*Complete the following table.*

*Your teacher will tell you the topics and situation of the video. Predict and then list some words you are going to hear and mention some things you are going to see in the video.*

Words	Things



### TASK 2

*Below are some words you are going to find in Task 2. Find their Indonesian equivalents in the dictionary and then repeat after your tutor.*

Words	Pronunciation	Indonesian Equivalent
apartment (N)	/ə'pɑ:t.mənt/	
birthday (N)	/'bɜ:θ.deɪ/	
call (V)	/kɑ:l/	
celebrate (V)	/'sel.i.breɪt/	
invite (V)	/ɪn'vaɪt/	
night (N)	/naɪt/	
parent (N)	/'per. ə nt/	
party (N)	/'pɑ:r.tɪ/	
wonderful (Adj)	/'wʌn.də.f ə l/	



### TASK 3

*Below are the conversation transcripts from the video. Identify the expressions of invitation and responses from the video.*

**Situation:** Himena is calling her best friend, Sicilia to come to her birthday party.

Himena : Hello.

Sicilia : Hello, this is Sicilia.

Himena : Hi Sicilia, I'm Himena

Sicilia : Ow, Hi Himen

Himena : We are calling you because I'm going to celebrate my birthday. And I want to invite you to my party at my parent's apartment.

Sicilia : Wonderful. When was that?

Himena : Saturday night on August 27.

Sicilia : Great, I'll be there.

Himena : I invite a lot of friend and also some new guys.

Sicilia : I won't miss it.

Himena : See you ten o'clock. Bye.

Sicilia : Bye. Thanks for the invitation.



### TASK 4

*Answer the questions below orally.*

1. How many people are there in the video? Who are they?
2. What is the relationship between them?
3. Why did Himena call Sicilia?
4. Will Sicilia come to Himena's party?
5. When will Himena celebrate her birthday party?
6. Where will Himena celebrate her birthday party?
7. How many people were invited to come to the party?



### TASK 5

*Match the words and phrases in the column A to their definition in column B. It will help you to understand the content of the video.*

A	B
1. formal	a. A plan made before you received the invitation
2. RSVP	b. A doctor for animals
3. Appointment	c. Used at the end of letters to mean 'please replay'
4. Vet	d. Upset and angry
5. Prior engagement	e. A formal arrangement to meet someone

6. Offended

f. Serious and correct

**TASK 6**

*Below are the conversation transcripts from the video. Identify the expressions of invitations and the responses from the video.*

**Man** : Oh no!

**Woman** : What is it?

**Man** : “Josh and Henrietta would like to have the pleasure of your company at a drinks party, next Saturday evening...”

**Woman** : Oh no, Josh and Henrietta... they’re not that couple who...?

**Man** : Yeah exactly! And it gets worse...

**Woman** : How?

**Man** : “Formal dress...”

**Woman** : Argh.... it means you’ve got to wear a suit....

**Man** : At the bottom it says “RSVP”. What does it mean?

**Woman** : You’ve got to reply.

**Man** : But I don’t want to go, so what can I say?

**Woman** : Tell them you’ve got a dentist’s appointment.

**Man** : Josh is my dentist!

**Woman** : Tell them it’s your grandmother’s 100th birthday party.

**Man** : But they know my granny died ages ago.

**Woman** : Tell them your dog’s sick and you’ve got to take him to see the vet.

**Man** : It’s no use – I’m just going to have to tell them the truth...

**Woman** : The truth? “I’m not coming to your birthday party because I think you’re boring and stupid?”

**Man** : Maybe not then...

**Woman** : Tell them this: “I’m unable to attend because I have a prior engagement.”

**Man** : “Prior engagement”?! And... they won’t be offended?

**Woman** : Absolutely not.

**Man** : Perfect!



## TASK 7

*Read the questions and select the right answers.*

1. What type of event has the man been invited to?
  - a. A wedding
  - b. A drink party
  - c. A dinner party
2. RSVP means...
  - a. You have to go to the event.
  - b. The invitation is only for you.
  - c. You should reply to the invitation.
3. What is the dress code for the party?
  - a. Formal dress
  - b. Casual dress
  - c. Fancy dress
4. The woman suggests using a dentist's appointment as an excuse. Why is this not possible?
  - a. The man has no teeth.
  - b. The invitation is from the man's dentist.
  - c. His dentist died a long time ago.
5. Why don't they want to go to the party?
  - a. Josh and Henrietta are not good company.
  - b. Josh and Henrietta are mean.
  - c. Josh and Henrietta are a bit scary.
6. What excuse do they decide to use?
  - a. They are getting engaged.
  - b. The man's dog is sick.
  - c. The man has an appointment that he made before.



## TASK 8

*Read and study the expressions bellow.*

Degree Formality	Making Invitations	Accepting	Declining
<b>More formal</b>  <b>Less Formal</b>	- I'd like to invite you to dinner this Saturday. - I was wondering if you'd like to ... - Are you free on Saturday? Would you like to ... - How about dinner? - How about coffee?	- Thank you. I'd love to - Yes, thank you. What time? - Thanks. I'd love to - Sounds great - Ok - Alright	- I'm awfully sorry, but I have other plans. - I'd really like to, but ... - Sorry. I've already made plans for Saturday. - Oh darn! Have to ...





### TASK 9

*Accept each of the following invitation by using the expressions we have discussed and then act it out with your pairs.*

1. James, your best friend : Why don't you go with me to visit my family next weekend? I know you'd enjoy meeting them.  
You : \_\_\_\_\_
2. Your father: How about playing golf this weekend?  
You : \_\_\_\_\_
3. Your teacher: Do you want to join Maria and me for lunch? We are going to talk about the plans for the International Festival.  
You : \_\_\_\_\_
4. Your friend: Can you come with Joe and me to the museum on Sunday?  
You : \_\_\_\_\_
5. Your neighbor : Would you like to come over for dinner next Saturday night?  
You : \_\_\_\_\_



### TASK 10

*Work in pairs and then choose one of these situations and then make a conversation based on the cues given. Act it out in front of the class.*

#### A. Situation 1

A	B
1. Greets B 2. Invites B to housewarming 3. Gives time 4. Accepts or reject the offer	1. Greets A 2. Accepts invitation, asks about time 3. Offers to bring something 4. Express happiness and thanks A for the invitation

Housewarming: party to celebrate moving into a new house

#### B. Situation 2

A	B
1. Greets B 2. Invites B to barbecue party 3. Gives time 4. Expresses pleasure	1. Greets A 2. Asks about time 3. Accepts invitation 4. Expresses reasons and sorry 5. Expresses thanks

#### C. Situation 3

A	B
1. Greets B 2. Invites B to dinner 3. Gives time and location 4. Agrees 5. Responds to thanks	1. Greets A 2. Accepts invitation 3. Disagrees with the time, suggests alternate time 4. Expresses thanks

## D. Situation 4

A	B
<ol style="list-style-type: none"> <li>1. Greets B</li> <li>2. Invites B to dinner</li> <li>3. Gives time and place</li> <li>4. Expresses thanks</li> </ol>	<ol style="list-style-type: none"> <li>1. Greets A, asks what A wants</li> <li>2. Accepts the invitation, ask the time and place</li> <li>3. Agrees</li> <li>4. Responds to thanks</li> </ol>

**TASK 11**

*Work in group of four and make a conversations based on this situation and then perform it in front of the class.*

John asks some friends to attend a Jazz concert this week on Saturday night. Bob wants to go, Luis isn't sure he can make it, and tom does not wants to go.

### **3. INTERVIEW GUIDELINES AND INTERVIEW TRANSCRIPTS**

## **Interview Guidelines**

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

### **1. In the Reconnaissance**

Interviewee: English Teacher

Questions:

- 1) Dapatkah Bapak jelaskan proses belajar dikelas yang bapak ampu?
- 2) Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas X?
- 3) Menurut Bapak, kendala apa yang signifikan dalam mengajar speaking?
- 4) Apa saja yang bapak lakukan untuk mengatasi kendala tersebut?
- 5) Media apakah yang biasanya dipakai dalam mengajar speaking?

Interviewee: Students

Questions:

- 1) Menurut Adik, bahasa Inggris itu gampang atau susah?
- 2) Kesulitan apa yang dihadapi dalam belajar bahasa Inggris?
- 3) Apakah Pak Guru selalu menjadi contoh ketika mengucapkan kata atau melakukan percakapan di kelas?
- 4) Media apa yang biasanya dipakai di kelas saat belajar speaking?
- 5) Menurut Adik, media yang dipakai harus yang seperti apa agar belajar jadi lebih menarik?
- 6) Kegiatannya apa saja ketika belajar speaking di kelas?

### **2. During the Implementation**

#### **Cycle 1**

Interviewee: English Teacher

Questions:

- 1) Bagaimana penilaian Bapak pada kemampuan siswa di cycle 1?
- 2) Kekurangannya apa saja di cycle 1?
- 3) Kemajuannya apa saja yang dicapai siswa?
- 4) Apakah saran Bapak untuk cycle berikutnya?

Interviewee: Students

Questions:

- 1) Apakah pendapat adik mengenai kegiatan di kelas ini?
- 2) Apakah Adik menyukai belajar speaking dengan video? Mengapa?
- 3) Apa dengan menonton video dapat membantu belajar speaking?

## **Cycle 2**

Interviewee: English Teacher

Questions:

- 1) Bagaimana penilaian Bapak di cycle 2?
- 2) Apa saja kekurangan di cycle 2?
- 3) Apakah kelebihan di cycle 2 ini?
- 4) Kemajuan apa saja yang dicapai siswa?
- 5) Apakah saran Bapak untuk kegiatan semacam ini?

Interviewee: students

Questions:

- 1) Apakah pendapat adik mengenai kegiatan di kelas ini?
- 2) Apakah Adik menyukai belajar speaking dengan video? Mengapa?
- 3) Apa dengan menonton video dapat membantu belajar speaking?
- 4) Apakah kesan adik dalam belajar speaking dengan video.

## INTERVIEW TRANSCRIPTS

### 1. RECONAISANCE STAGE

a) Interviewee : English Teacher

No : IT.01

Hari, Tanggal : Rabu, 25 September 2013

Waktu : 11.45 WIB-selesai

Tempat : Ruang Tamu

Responden : 1) P : Peneliti

2) GBI : Guru Bahasa Inggris

- |     |   |
|-----|---|
| P   | : ‘Siang pak, maaf ini sedikit menyita waktu Bapak untuk interview.’  |
| GBI | : ‘Nggak apa-apa mbak, nanti saya juga sampai sore sudah mulai les kelas XII IPA.’  |
| P   | : ‘Iya, terimakasih Pak. Biasanya kalau mengajar speaking di kelas XA, teknik yang dipakai apa?’  |
| GBI | : ‘Ada mbak, saya biasanya pakai PPP (Presentation Practice Production). Itu kalau ngajar <i>functions</i> . Sekarang sudah sampai <i>expressing thanks</i> , besok mba Ragil lanjutkan <i>functions</i> saja, diulangi lagi yang <i>expressing thanks</i> tambah kalau bisa itu mbak, <i>invitations</i> , <i>congratulations</i> , sama apa satu lagi.’ |
| P   | : ‘Jadi saya mengajar <i>functions</i> , <i>expressing thanks</i> , <i>congratulation</i> , <i>invitations</i> dan <i>compliments</i> ? Sepertinya iu buat semester genap Pak?’   |
| GBI | : ‘Ya nggak apa-apa mbak, di silabus sekolah juga ada kok mbak Ragil tapi nanti buat silabus sendiri saja ya yang lebih bagus.’   |
| P   | : ‘Baik pak. Kemampuan siswanya bagaimana Pak di kelas speaking?’   |
| GBI | : ‘Ada beberapa yang aktif dan cukup bagus, tapi ada juga yang masih kurang percaya diri dan kurang lancar mbak karena kurang penguasaan vocab. Itu pronunciation dan intonasi juga masih belum bagus mbak.’  |
| P   | : ‘Biasanya apa media yang dipakai untuk mengajar speaking?’  |
| GBI | : ‘Ya kalau percakapan dari LKS saya contohkan dulu cara membacanya baru saya suruh mereka untuk menirukan.’  |
| P   | : ‘Itu LCD di kelas XA bisa dipakai atau tidak Pak?’  |

GBI : 'Bisa mbak, tapi ya harus pinjem kabel LCD-nya dulu ke TU dan itu cuman ada tiga kabel. Kalau mau pake ya harus pinjem sehari sebelumnya, atau pagi-pagi sudah booking mau dipakai jam ke-berapa mbak. Kadang dipinjem semua, kadang juga nggak ada yang memakainya kok Mbak, nganggur.' Besok kalau mau pakai mba Ragil boleh-boleh saja.'

P : 'Iya pak, terimakasih. Kalau buku yang dipakai apa ya pak?'

GBI : 'Modul LKS dari Aspirasi itu mbak.'

P : 'Materi pembelajarannya berari dari modul LKS ya Pak?'

GBI : 'Iya mbak, itu LKSnya ya lumayan bagus, Guru kelas XI dan XII IPS juga semua pakai LKS dari Aspirasi.'

P : 'Dalam mengajar speaking apa saja kendala yang Bapak temui?'

GBI : 'Ya itu sudah pasti ada mbak, kan nggak semua siswa aktif ikut berpartisipasi, masih ada saja yang kurang memperhatikan. Karena kan inputnya juga dari SMP yang berbeda-beda jadi kemampuannya juga berbeda mbak siswa disini. Vocabnya masih kurang, ada juga bebrapa siswa yang kurang percaya diri dalam berbicara jadi susah disuruh maju. Takut salah mungkin, padahal saya ya nggak marah-marah kalau mereka salah mbak.'

P : 'Rata-rata dari SMP mana Pak inputnya?'

GBI : 'Ya dari SMP-SMP pinggiran.'

P : 'Kemudian apa usaha Bapak untk mengatasi kendala tersebut?'

GBI : 'Siswa yang kurang percaya diri saya dekati dan beri motivasi, kadang juga saya suruh untuk maju tapi sudah saya ajari dulu sebelumnya.'

P : 'Iya pak, saya kira sudah cukup untk hari ini. Terimakasih banyak atas waktunya.'

GBI : 'Sama-sama mbak.' Ini langsung pulang?'

P : 'Iya, terimakasih Pak.'

GBI : Iya mbak, sampai jumpa lagi ya.'

**b) Interviewee : Students**

No : IT.02  
 Hari, Tanggal : Rabu, 25 September 2013  
 Waktu : 11.45 WIB-selesai  
 Tempat : Ruang Kelas XA  
 Kegiatan : Interview  
 Responden : 1) Peneliti : P  
 2) Siswa : S

P : 'Ini nggak ke kantin dik?'

S2 : 'Ngak Miss, tadi udah ke kantin istirahat pertama.'

S12 : 'Males Miss, panas banget mau jalan e.'

P : 'OK, kalau begitu saya boleh dong minta waktunya sebentar?'

S2 : 'Buat apa e Miss?'

P : 'Buat tanya-tanya sedikit, mau ya?'

S12 : 'Mau tapi jangan lama-lama ya.'

P : 'Siap dik.' Mulai dari siyapa ini?'

S2 : 'Frida aja Miss, aku terakhir hehehe.'

S12 : 'Abi aja Miss, aku emoh pertama yo.'

P : 'Ya sudah bareng-bareng aja ya, OK? Langsung saja ya, menurut kalian Bahasa Inggris itu gampang atau susah?'

S2 : 'Gampang-gampang susah hehe.'

S12 : 'Gayamu bi.'

P : 'Kok bisa gampang-gampang susah?'

S2 : 'Lah kan kadang kalo ngerjain soal jawabane juga udah ada kok di bacaan tinggal nyalin. Yang penting mau baca ya bisa jawab, nggak paham ya google translate hahaha.'

S12 : 'Menurutku ya biasa aja si Miss, bener Abi jawabane kan sudah ada di bacaan. Ya paling susahnyanya kalau nda tahu artinya.'

P : 'Biasanya pak Bambang kalau ngajar pakai bahasa Indonesia apa Inggris?'

S12 : 'Kadang Indonesia, Inggris, Jawa juga kok.'

S2 : 'Campur pokoke.'

P : 'Kalau pas speaking biasanya dikasih contoh cara ngomongnya nggak?'

S2 : 'Dikasih Miss.'



S12 : 'Contohnya paling sekali Miss.'

P : 'Kalau ngajar speaking pakai media kayak speaker, audio, video nggak?'

S12 : 'Nggak yo, pake buku LKS Miss.'

P : 'Kalian suka nggak kalau pakai LKS saja?'

S2 : 'Nggak lah, bikin ngantuk kok Miss.'

P : Terus harus pakai apa biar kalian tertarik dan nggak ngantuk?'

S12 : 'Ya kayak nonton film, nyanyi, lagu apa games.'

S2 : 'Pake lagu yang ada video clipnya itu dulu aku pernah di SMP terus ngisi titik-titik lirik lagunya.'

P : 'Pas pelajaran speaking kegiatannya apa aja dikelas? Ada drama atau apalah?'

S2 : 'Maju miss, storytelling kalo nggak ya baca percakapan di depan kelas.'

S12 : 'Iya miss paling itu.'

P : 'Iya, sepertinya sudah cukup dan sudah lama ya, kalau mau sholat silahkan mumpung belum masuk. Terimakasih ya dik.'

S12 : Iya Miss, sama-sama.'

S2 : "Sama-sama.

## 2. IMPLEMENTATION

### A. Cycle 1

#### a) Interviewee : English Teacher

No : IT.03

Hari, Tanggal : Rabu, 23 Oktober 2013

Waktu : 11.45 WIB-selesai

Tempat : Ruang Tamu

Kegiatan : Interview

Responden : 1) Peneliti : P

2) Guru Bahasa Inggris : GBI

GBI : 'Gimana mbak Ragil?'

P : 'Iya pak, saya boleh meminta sedikit waktu untuk interview Pak?'

GBI : 'Ya boleh, silahkan saja.'

P : 'Terimakasih Pak, menurut Bapak bagaimana kemampuan berbicara siswa di siklus pertama ini?'

- GBI : ‘Ya lumayan ada perkembangan ya mbak, itu yang duduk di belakang siapa itu Harun dan Steven sudah mulai mau ikut berpartisipasi ya kalau pakai games, mereka mau maju. Siswa yang lain juga kelihatan *enjoy*. Mereka juga kelihatan mulai mau maju ya sebagian besar.
- P : ‘Terimakasih pak, ada kemajuan lain pak pada siswa?’
- GBI : Vocabnya mbak banyak bertambah, itu bagus sebelum video diputar dikasih vocabnya dulu jadi mereka bisa memahami isi videonya. Karena contohnya dari video jadi mereka juga mengikuti ekspresinya juga, itu bagus. Kalau *fluency* masih belum terlalu kelihatan ada kemajuan.’
- P : ‘Menurut Bapak apa yang harus saya perbaiki untuk siklus kedua?’
- GBI : ‘Saya kira sudah cukup bagus tapi kalau bisa pendekatannya lebih ke siswanya mbak, kayak Harun dan Steven itu harus terus dipantau agar mau mengerjakan tugasnya dan mau berpartisipasi. Tapi mereka sudah mulai percaya diri ya untuk berbicara di depan. Ada *Task* yang belum selesai itu karena ada pengumuman cukup lama ya.’
- P : ‘Iya pak, itu yang dari Rokhis.’ (Kerohanian Islam)
- GBI : ‘Iya mbak, sudah cukup belum ini? Saya mau rapat mbak ini dengan guru-guru.’
- P : ‘Sudah pak, cukup.’ Terimakasih ya Pak.’
- GBI : ‘Nanti setelah rapat ya nggak apa-apa mbak kalau wawancara lagi.’
- P : ‘Sudah cukup kok pak, nggak apa-apa.’
- GBI : ‘Ya sudah, tadi kabel LCD sudah dikembalikan ke Bu Ari kan?’ Saya rapat ya.’
- P : ‘Sudah, iya monggo Pak.’

**b) Interviewee : Students**

- No : IT.04
- Hari, Tanggal : Rabu, 23 Oktober 2013
- Waktu : 11.45 WIB-selesai
- Tempat : Ruang Kelas X A
- Kegiatan : Interview
- Responden : 1) Peneliti : P

2) Siswa : S

P : 'Halo semuanya.... ini kenapa nggak pada keluar istirahat?'

S8 : 'Nggak Miss ada PR kimia.'

S16 : 'Maklum Miss belum ngerjain hehe...'

S26 : 'Biasane emang gitu Miss pada ngerjain disini kok.'

P : 'PR dikerjkan dirumah masa di sekolah, besok lagi dikerjain di rumah ya?'

S16 : 'Iya Miss, siaaaaap.'

P : 'Sambil ngerjain PR saya boleh tanya-tanya sedikit ya?'

S8 : 'Tanya apa e Miss?'

P : 'Menurut kalian kegiatannya tadi itu bagaimana? Membosankan atau menarik?'

S26 : 'Bagus Miss yang waktu *Role-play* maju itu loh.'

S8 : 'Tadi videonya kan pemainnya anak-anak SMA jadi menarik Miss.'

S16 : 'Kalo ngomong jadi nggak hanya sama temen sebangku Miss pas *Role-play*.  
Kalo prakteknya cuma sama temen sebangk bosan.'

P : 'Ada bedanya nggak belajar dengan video dan LKS?'

S8 : 'Ya beda no, kan video ada suaranya jelas jadi gampang buat niru ucapannya, kalo dari LKS cuma dicontohin Pak Bambang kadang nggak jelas suaranya kurang keras. Video kan speakere mantep Miss.'

S26 : 'Lebih bagus lagi kalo videonya banyak miss, Cuma nonoton video terus hehehe...'

P : 'Kapan belajarnya kalo nonoton video terus. Initinya kalian merasa terbantu nggak belajar speaking pake video?'

S8 : 'Terbantu, jelas kok cara ngomong pemain videonya, ada ekspresinya juga. Kalo di *alfalink* suaranya nggak sejelas di video Miss.'

S16 : 'Kayaknya jadi mudeng isi videonya Miss kan udah nyari kata-kata yang ditabel itu sebelum nonoton video.'

S26 : 'Videonya kurang lama Miss, gur 1 menit 2 menit, yang lama ya biar nonotone lama hehehe...'

P : 'Ya besok tak cariin yang lama ya. Ya udah diterusin dulu ngerjainnya keburu bel masuk. Makasih ya dik ya.'

S8 : 'Iya Miss.'

S26 : 'Mau pulang Miss, tak bantu bawa nggak?'

P : 'Nggak usah terimakasih, saya bisa bawa speakernya sendiri. Sampai jumpa besok sabtu ya.'

S16 : 'Sampai jumpa. Iya Miss, TITI DJ.' (Hati-hati di jalan).

**c) Interviewee : Students**

No : IT.05

Hari, Tanggal : Rabu, 23 Oktober 2013

Waktu : 11. 55 WIB-selesai

Tempat : Pendopo Sekolah

Kegiatan : Interview

Responden : 1) Peneliti : P

2) Siswa : S

P : 'Halo adik-adik, ini habis dari kantin?'

S1 : 'Iya Miss, makan lapar e.'

S6 : 'Aku Cuma beli minum tadi Miss, haus banget panas gini. Dah mau pulang po Miss?'

P : 'Iya tapi ini mau ke kantor guru dulu ketemu pak bambang. Sebelumnya Miss boleh tanya-tanya sebentar kan?'

S1 : 'Boleh lah.'

S6 : 'Tanya apa to?'

P : 'Kalian sudah selesai tugas Kimianya? Itu temen-temen yang lain ada yang sibuk ngerjain di kelas.'

S6 : 'Sudah lah ya, gampang Miss aku suka Kimia jadi udah tak kerjain semalam.'

S1 : 'Punyaaku selesai tadi pagi si Miss, hehe...'

P : 'Bagus sekali, jad PR itu dikerjain dirumah ya bukan disekolah.' Miss pengen tau pendapat kalian tentang kegiatan belajar dikelas tadi, Irfan, Angga suka nggak belajar pakai video?

S1 : 'Suka si, jadi nggak bosan pake LKS terus.'

S6 : 'Luamayan buat menghibur Miss, pemeran vdeonya ada yang cantik hahaha...'

P : 'Yang ditonton jangan Cuma cantik saja loh ya.'

S6 : 'Nggak lah Miss, itu apa ya, banyak kata-kata baru Miss dari video.'

P : 'Tapi tau artinya kata-kata itu?'

S6 : 'Ya ada yang tahu ada yang nggak, waktu ngerjain kata-kata ditabel itu buka

kamus jadi tahu. Kalo nggak dikerjain dulu kayake nggak mudeng isi video yang pas itu loh complimenting.’

S6 : ‘Itu paling lama kayake videonya, banyak kata-kata baru juga. Jadi nambah kosakata si Miss.’

P : ‘Belajar speaking pakai video menurutu bisa membantu nggak?’

S6 : ‘Bisa, pemeran di video itu ngomonge jelas, suarane juga bening Miss.’

S1 : ‘Gampang dituru Miss, jadi suka baca dan praktekin skrip videonya di depan kelas gampang kalo contohe jelas.’

P : ‘OK, sepertinya cukup, terimakasih ya, silahkan dilanjut istirahatnya.’

S6 : ‘Sama-sama Miss.’

## B. Cycle 2

### a) Interviewee : English Teacher

No : IT.06

Hari, Tanggal : Sabtu, 26 Oktober 2013

Waktu : 13.30 WIB-selesai

Tempat : Ruang Tamu

Kegiatan : Interview

Responden : 1) Peneliti : P

2) Guru Bahasa Inggris : GBI

P : ‘Bagaimana kegiatan di kelas tadi Pak?’

GBI : ‘Bagus mbak, menarik ya, banyak siswa yang ikut terlibat dalam kegiatan. yang duduk dibelakang itu Steven sama Angga juga tadi semua mengerjakan Task-Tasknya.’

P : ‘Kemajuan yang dicapai siswa apa saja pak di siklus kedua ini?’

GBI : ‘Tadi sudah banyak siswa yang mau angkat tangan waktu mbak minta buat maju, buat jawab pertanyaan dengan lisan. Pas maju juga sudah kelihatan cukup percaya diri.’

P : ‘Iya pak, alhamdulillah.’

GBI : ‘Vocabnya juga banyak yang baru mereka lebih banyak mengenal kosa kata kan jadi mulai lancar berbicara.’

- P : Mungkin ada kekerangannya Pak di siklus kedua ini?’
- GBI : ‘Iya memang nggak ada yang sempurna mbak, meskipun kita sudah berusaha. Ya mungkin hanya perlu sedikit lebih mengatur waktu, jadi cukup buat mengualang sedikit apa yang suah dipelajari hari ini di akhir pertemuan mbak. tetapi secara keseluruhan bagus, bisa diterapkan ternyata mengajar speaking dengan video.’
- P : ‘Iya Pak, terimakasih sarannya.’
- GBI : ‘Sama-sama mbak. itu nanti untuk post-testnya boleh saya beri Saran mbak Ragil?’
- P : ‘Iya boleh, Silahkan Pak.’
- GBI : ‘Jadi gini, ini kan mbak Ragil ngajarnya pakai video, kalau mereka diminta membuat video saja bagaimana?’ Durasi pendek saja satu menitan.’
- P : ‘Ya bisa Pak, tapi itu dibuat kelompok saja Pak?’
- GBI : ‘Kelompok mbak, 2 atau 4 anak saja dan temanya ya yang mba Ragil sudah ajarkan.’
- P : ‘Kalau 4 anak saja setiap kelompok gimana Pak, biar ada 8 kelompok dan semua anggota kelompok wajib ikut berperan dan berbicara.’
- GBI : ‘Boleh mbak, nanti biar yang merekam anggota kelompok lain jadi bisa saling kerjasama antar kelompok.’
- P : ‘Iya pak, kalau misal video yang paling bagus, biar mereka juga tambah semangat.’
- GBI : ‘Ide bagus itu mbak, boleh-boleh saja.’
- P : ‘Iya Pak, terimakasih.’
- GBI : ‘Sama-sama mbak. Ini sudah cukup belum mbak? Ini istri saya minta dijemput, saya pulang dahulu ya mbak.’
- P : ‘Iya Pak, monggo. Hati-hati dijalan Pak.’
- GBI : ‘Terimakasih ya mbak.’

**b) Interviewee : Students**

No : IT.07

Hari, Tanggal : Sabtu, 26 Oktober 2013

Waktu : 13.30 WIB-selesai

Tempat : Ruang kelas XA

Kegiatan : Interview

Responden :1) Peneliti : P

2) Siswa : S

P : 'Siang dik, miss boleh minta tolong sebentar?'

S10 : 'Boleh nggak yaaa? Boleh lah Miss, hehe.'

S22 : 'Ada apa ada apa Miss?'

P : 'Miss cuma mau tanya-tanya sebentar boleh kan?'

S10 : 'Hmmm, boleh lah yaaa.'

S22 : 'Tanya apa Miss, jadi penasaran.'

P : 'Suka nggak sama video dan kegiatan belajar dikelas tadi?'

S10 : 'Ya suka Miss, bagus videonya telfon-telfonan. Kayak kegiatan sehari-hari si kan tadi ngundang ke pesta ulang tahun, jadi nggak asing lagi.'

P : 'Bisa dipahami tadi isi videonya?'

S22 : 'Bisa miss.'

P : 'Bisa mmebantu belajar speaking nggak videonya?'

S22 : 'Lumayan Miss, jadi kelihatan gampang mau ngomong. Speakere bening, ngomongnya juga keras di video.'

S10 : 'Ekspresif banget ya Miss pemain videonya jadi nggak ngantuk.'

P : 'Kesan kalian bagaimana belajar dengan video?'

S10 : 'Emmm, ya bagus si jadi nggak ngantuk dikelas. Kalo Cuma nulis ngerjain kan lama-lama ngantuk.'

P : 'Iya bener, terimakasih adik-adik.'

S10 : 'Sudah Miss?'

P : 'Sudah cukup, silahkan kalian kalau mau pulang hati-hati di jalan ya jangan ngebut-gebut.'

S10 : 'Pelan aku kok Miss.'

S22 : 'Aku dijemput Miss hehehe.. bye-bye.'

P : 'Sampai jumpa ya.'

**c) Interviewee : Students**

No : IT.08  
 Hari, Tanggal : Rabu, 30 Oktober 2013  
 Waktu : 13.30 WIB-selesai  
 Tempat : Pendopo Sekolah  
 Kegiatan : Interview  
 Responden : 1) Peneliti : P  
 2) Siswa : S

P : 'Siang dik, ini kok belum pada pulang?'

S19 : 'Tunggu jemputan Miss.'

S30 : 'Sama Miss, aku ya nunggu dijemput.'

P : 'Sambil nungguin jemputan, Miss boleh tanya-tanya sebentar nggak?'

S30 : 'Boleh Miss, tapi nanti kalo udah dijempt udah ya, hehehe..'

P : 'Siaaap!'

S19 : 'Tanya apa Miss?'

P : 'Kalian suka nggak belajar speaking pakai video?'

S19 : 'Ya lumayan lah Miss buat ngilangin ngantuk kan jam terakhir.'

S30 : 'Kalo dengenrin guru yang jelasin ngantuk tapi kalo nonotn video jadi melele hehe.'

P : 'Jadi video bisa ngilangin ngantuk nih?'

S19 : 'Bener banget Miss. Soale aku juga suka nonton video klip dari lagu-lagu bule, jadi bagiku video itu menarik.'

S30 : 'Senengnamu iku loh.'

S19 : 'Ya biarin ya Miss, suka-suka hehehe...'

P : 'Iya. boleh-boleh saja. Merasa terbantu nggak belajar speaking pakai video?'

S19 : 'Kebantu banget Miss, jadi semangat nggak ngantuk soale nonot video dulu.'

P : 'Kalo Titis gimana?'

S30 : 'Sama Miss, jadi nggak ngantuk. Setiap hari Bahasa Inggris pakai lagu, video, ada LCD dan speaker pasti lebih menarik miss, nggak bakal ada yang ngantuk.'

S19 : 'Lagu, emange meh karaokean po?'



S30 : 'Haha....!'

S19 : 'Ngakak terus, eh hh aku wes dijemput Miss, itu Ibuku. Aku pulang dulu ya dadahhh...!'

P : 'Iya, hati-hati ya. Sampai jumpa lagi.'

S30 : 'Aku belum dijemput ya Miss.'

P : 'Sabar sebentar lagi, tak temenini smapai dijemput.'

S30 : 'Tenan loh Miss?'

P : 'Iya, beneran. Menurutmu kemajuan apa yang sudah kamu capai belajar speaking dengan video?'

S30 : 'Itu luh Miss, apa ya.... itu luh cara ngucapin kata-kata yang di video transkrip itu jadi gampang suara di videonya jelas, cukup keras juga sampai ke belakang.'

P : 'Iya, ada yang lain?'

S30 : 'Paling kosa kata bertambah banyak sama kalo liat dan denger video itu kayake jadi mudeng isinya, tapi kalo cuma teks aja susah mudeng isinya Miss.'

P : 'Kenapa?'

S30 : 'Nggak tau kenapa tapi ya begitulah, bisa lihat ekspresinya juga si jadi bisa mengira-ira maksudnya hehehe. Miss-Miss, itu Bapakku datang, aku pulang ya?'

P : 'Iya, ahati-hati ya, terimakasih.'

S30 : 'Iya Miss, bye-bye.'

### **3. FIELD NOTES**

### FIELD NOTES

No : FN.01  
 Hari, Tanggal : Rabu, 17 September 2013  
 Waktu : 10.00 WIB  
 Tempat : Ruang Tata Usaha  
 Kegiatan : Izin Observasi  
 Responden : 1) Peneliti : P  
                   2) Kepala Sekolah : KS  
                   3) Pegawai Tata Usaha : PTU

1	P datang ke sekolah pada pukul 10.00 WIB. P bermaksud menemui Kepala Sekolah SMA 1 Gamping untuk meminta izin melaksanakan observasi dan penelitian di sekolah tersebut. P mengutarakan maksud kedatangannya kepada satpam sekolah. Kemudian P diminta untuk menemui Bu Ari di kantor Tata Usaha selaku penanggung jawab perizinan di sekolah tersebut sebelum menemui KS.
2	P ke kantor Tata Usaha untuk menemui Bu Ari. Kemudian P memperkenalkan diri dan menjelaskan maksud kedatangannya di SMA N 1 Gamping yaitu untuk melaksanakan penelitian skripsi dengan subjek penelitian siswa kelas X. Bu Ari menyambut dengan baik niat kedatangan P dan meminta P untuk membawa surat izin observasi dan penelitian dari kampus untuk bertemu dengan KS.

No : FN.02  
 Hari, Tanggal : Jumat, 20 September 2013  
 Waktu : 08.00 WIB  
 Tempat : Ruang Tata Usaha  
 Kegiatan : Izin Observasi  
 Responden : 1) Peneliti : P  
                   2) Kepala Sekolah : KS  
                   3) Pegawai Tata Usaha : PTU  
                   4) Guru Bahasa Inggris : GBI

1	P bertemu bu Ari untuk memberikan surat izin observasi. Kemudian Bu Ari memepersilahkan P untuk menemui KS untuk meminta izin melaksanakan observasi dan penelitian di sekolah tersebut. P menunjukan proposal penelitiannya dan KS
---	---

	menyambut dengan baik niat P dan menyarankan langsung menemui GBI yang bersangkutan. GBI kelas X adalah Pak Bambang Danato. Setelah mendapat izin dari KS, P langsung ke kantor guru untuk menemui GBI. P dan GBI sudah saling kenal karena P melaksanakan KKN PPL di sekolah tersebut. Setelah P mengutarakan maksud kedatangannya, GBI mempersilahkan P untuk melaksanakan penelitiannya di kelas X A karena beberapa siswa di kelas tersebut mempunyai kemampuan Bahasa Inggris yang cukup bagus dan ada juga sebagian yang masih kurang percaya diri dan jarang terlibat dalam kegiatan di kelas.
2	P menjelaskan mekanisme observasi yang akan dilaksanakan yaitu meliputi observasi kondisi sekolah dan fasilitasnya beserta proses belajar mengajar di kelas terutama pengajaran <i>speaking</i> . Berdasarkan jadwal mata pelajaran di sekolah tersebut, P dan GBI sepakat observasi akan dilaksanakan pada tanggal 25 September 2013 di kelas X A.

No : FN.03  
 Hari, Tanggal : Rabu, 25 September 2013  
 Waktu : 10.15-11.45 WIB  
 Tempat : Ruang Kelas X A  
 Kegiatan : Observasi  
 Responden : 1) Peneliti : P  
 2) Guru Bahasa Inggris: GBI  
 3) Siswa : Ss

1	P sampai di sekolah pada pukul 10.00 WIB. P menemui GBI di kantor guru untuk mengkoordinasikan mekanisme observasi di kelas X A. Setelah istirahat pertama, jam pelajaran ke 5-6 dimulai, P dipersilahkan masuk kelas oleh GBI dan memperkenalkan diri kepada siswa dan memberitahukan maksud kedatangannya ke kelas tersebut. Kemudian GBI meminta P untuk duduk di bangku yang kosong di barisan belakang. Siswa tampak sudah siap untuk belajar dan GBI pun segera memulai pelajarannya.
2	GBI membuka kelas dengan salam dan doa. Kemudian GBI meminta siswa untuk menyiapkan LKS Bahasa Inggrisnya. Selagi siswa mempersiapkan LKS, GBI bertanya ' <i>Did we learnt verb yesterday?</i> ' Tidak ada satu pun siswa yang merespon.

	Kemudian GBI menunjuk Igan untuk menyebutkna apa saja contoh <i>verb</i> . Setelah berfikir beberapa saat, Igan menjawab, ' <i>Yes, sir. Work, give, went walked, swim, spent, get.</i> ' GBI pun memuji jawaban Igan.
3	GBI berkata, ' <i>Now we are going to talk Task 23, Annisa please read the first paragraph.</i> ' Annisa mulai membaca paragraf pertama dan kadang-kadang GBI membenarkan pengucapan dan intonasi Annisa yang salah. Selama Annisa membaca, beberapa siswa yang lain terlihat sibuk sendiri dengan memainkan <i>handphonenya</i> dan sebagian yang lain berbicara dengan teman sebangkunya. Setelah Annisa selesai membaca, GBI menulis ' <i>We instantly hit it off</i> ' di papan tulis dan bertanya apakah ada yang tau makna dari ungkapan tersebut. Semua siswa di kelas itu diam tidak ada yang menjawab. Kemudian, GBI berkata, 'Dilihat dari konteksnya, itu artinya saling berkenalan dan menjadi akrab.' Beberapa siswa yang duduk didepan meminpali, 'Ohhh, akrab artinya.'
4	GBI meminta Abiyyu untuk membaca paragraf selanjutnya. Ketika Abiyyu membaca ada beberapa kata yang dikoreksi oleh GBI dan GBI memberi contoh ara membaca kata tersebut dan memninta semua siswa menirukannya. Setelah Abiyyu selesai membaca paragraf kedua, GBI berkata, ' <i>This is a story of a writer, she tells how she doing make up. Can you guess what the writer's job is?</i> ' Semua siswa diam, kemudian GBI meminta Mirna Frida untuk menjawab. Frida tidak bisa menjawab dan berkata 'nggak tau Pak.' GBI mengulangi pertanyaannya kemudian ada satu siswa yang menjawab, 'artis Pak.'. GBI membenarkan jawaban itu dan memuji siswa tersebut. 'Betul, artis kan harus di <i>make up</i> dulu.'
5	Kemudain GBI meminta Nasis untuk membaca paragraf terakhir. Setelah selesai, GBI meminta semua siswa membaca kalimat terakhir. Kalimat terakhirnya adalah ' <i>He was an angel and all of us who knew him were lucky.</i> ' Kemudai GBI bertanya, 'Apa ada yang tau kenapa ini pakai him?' Semua siswa terdiam, beberapa menit kemudian Frida menjawab, ' <i>Pronoun.</i> ' GBI bertanya lagi, 'Asalnya dari kata apa?' 'Dari kata <i>He</i> ,' jawab Frida. GBI membenarkan jawaban Frida dan memujinya.
6	Kemudain GBI menulis semua Pronoun di papan tulis dan memberi contoh penggunaannya dalam kalimat. hanya beberapa siswa yang duduk dibarisan depan yang mendengarkan, sebagian lain yang duduk di belakang sibuk sendiri memainkan <i>handphonenya</i> dan bercerita dengan teman sebelahny. GBI kemudian menyuruh siswa untuk mencatatnya di buku tulis. Setelah itu Gbi berjalan untuk mengecek

	apakah siswanya sudah menulis atau belum.
7	Beberapa menit kemudian, GBI memnita siswa unutk mengerjakan Task 22. Beberapa menit kemudian GBI meminta siswa satu per satu untuk membaca jawabannya. Tidak ada yang mau membaca sebelum di tunjuk. Kemudian GBI menunjuk mereka satu per satu.
8	GBI memberi contoh <i>recount</i> teks lagi, yaitu tentang pengalamannya di SMA sampai menjadi Guru Bahasa Inggris. GBI mencontohkan pengalamannya denga lisan secara langsung didepan kelas. Kemudian GBI meminta siswa untuk membuta teks <i>recount</i> berdasarkan pengalmaan dan menceritakannya didepan kelas. GBI memeperingatkan untuk tidak membaca tapi hanya boleh membawa catatan yang penting saja. Siswa mulai menuliskan pengalamnya dan GBI berkeliling untuk mengecek pekerjaan siswanya. Sekitar 15 menit kemudian, ada beberapa siswa yang sudah selesai menulis dan ada sebagian yang belum selesai. Akan tetapi, GBI meminta Frida untuk maju menceritakan pengalamannya. Frida menceritakan pengalamannya saat berkunjung ke Banjarnegara. Frida bercerita dnegan sedikit grogi tetapi cukup lancar meski ada beberapa <i>pronounciation</i> yang tidak tepat. GBI memuji Frida dan meminta siswa yang lainnya untuk bertepuk tangan.
9	GBI meminata siswa lainnya unutk maju bercerita tetapi bel istirahat kedua berbunyi, pertanda pelajaran Bahasa inggris telah usai. GBI akan melanjutkan mendengarkan pengalaman siswa di petremuan selanjutnya. GBI mengakhiri pelajaran dengan berdoa.

No : FN.04

Hari, Tanggal : Rabu, 25 September 2013

Waktu : 11.45 WIB-selesai

Tempat : Ruang Kelas X A dan Ruang Tamu

Kegiatan : Interview

Responden : 1) Peneliti : P

2) Guru Bahasa Inggris : GBI

3) Siswa : Ss

1	Setelah selesai observasi di kelas, P mewawancari beberapa siswa yang ada di kelas. Kemudain P ke ruang guru untuk mewawancari GBI. GBI mengajak P ke ruang tamu. P mewawancari GBI di ruang tamu terkait proses pembelajaran speaking di
---	---

	kelas X A.
2	Hasil wawancara tersebut digunakan sebagai acuan awal dalam menentukan tindakan untuk mengatasi permasalahan di dalam proses belajar dan mengajar di kelas <i>speaking</i> .

No : FN.05  
 Hari, Tanggal : Sabtu, 12 Oktober 2013  
 Waktu : 12.00-13.30 WIB  
 Tempat : Ruang Kelas X A  
 Kegiatan : Pre-test  
 Responden : 1) Peneliti : P  
                   2) Guru Bahasa Inggris : GBI  
                   3) Siswa : Ss

1	P datang ke sekolah pada pukul 11.45 WIB untuk mengadakan <i>pre-test</i> . Hasil <i>pre-test</i> ini akan digunakan untuk mengetahui kemampuan awal siswa terkait dengan kemampuan berbicara dalam Bahasa Inggris. P menemui GBI di kantor guru untuk menjelaskan proses <i>pre-test</i> dan meminta GBI untuk ikut menilai kemampuan siswa dalam berbicara. P memberikan <i>assesment rubric</i> dan <i>assesment sheet</i> kepada GBI.
2	P dan GBI masuk ke kelas X A pada pukul 12. 05 WIB. P memulai kelas dengan meminta ketua kelas memimpin doa dengan Bahasa Inggris. P kemudian mengucapkan salam, menanyakan kondisis siswa dan mengecek keahidran siswa. P menyampaikan bahwa pada hari tersebut akan dilaksanakan <i>pre-test</i> untuk mengukur kemampuan berbicara mereka dan hasil <i>pre-test</i> tersebut akan dibandingkan dengan hasil <i>post-test</i> yang akan dilaksanakan di akhir penelitian nanti.
3	P memberikan <i>lead-in questions</i> terkait pengalaman siswa tentang mengungkapkan perasaan bahagia. P meminta siswa untuk membuka LKS Bahasa Inggrisnya dan membaca ungkapan meminta maaf yang digunakan dalam percakapan. P meminta beberapa siswa untuk membaca precakapan di Task 8 di LKS tersebut didepan kelas. Kemudian P memberi contoh cara membaca percakapan tersebut engan ekspresif dan meminta siswa menirukannya.
4	Setelah P membri contoh, secara berpasangan P meminta siswa untuk membuat

	percakapan yang berisi ungkapan meminta maaf <i>situation cards</i> . Setelah selesai, siswa berlatih beberapa saat dan mempraktikannya didepan kelas. Hasil penelitian dari kegiatan speaking siswa ini digunakan sebagai hasil <i>pre-test</i> .
5	Berdasarkan hasil wawancara dan observasi P dan GBI sepakat akan ada tiga pertemuan dalam <i>cycle</i> pertama dan dua pertemuan dalam <i>cycle</i> kedua. GBI meminta P untuk <i>cycle</i> pertama dan kedua materi tentang language function: <i>thanks, congratulations, compliments, dan invitations</i> . Metode yang digunakan adalah PPP (Presentation Practice and Production) dan video menjadi media utama dalam proses pembelajaran speaking untuk meningkatkan kemampuan berbicara siswa dalam Bahasa Inggris.

No : FN.06  
 Hari, Tanggal : Rabu, 16 Oktober 2013  
 Waktu : 10.15-11.45 WIB  
 Tempat : Ruang AVA (Audio Visual)  
 Kegiatan : Pertemuan 1  
 Responden : 1) Peneliti : P  
 2) Guru Bahasa Inggris: GBI  
 3) Siswa : Ss

1	P datang ke sekolah pada pukul 10.00 WIB untuk mempersiapkan LCD, speaker, dan video untuk proses belajar mengajar. Pelajaran dimulai pada pukul 10.15-11.45 WIB. Setelah selesai istirahat pertama, sebagian besar Ss masuk ke kelas tetapi ada sebagian yang masih duduk diluar kelas. P datang ke kelas X A untuk memberitahukan ruang kelas Bahasa Inggris di ruangan AVA sehingga mereka bersiap-siap untuk berpindah.
2	Setelah semua siswa duduk, P memulai kelas dengan meminta ketua kelas memimpin doa dengan Bahasa Inggris, menanyakan kondisi Ss dan kemudian mengecek daftar hadir. P memberi <i>lead-in questions</i> untuk memperkenalkan topik yang akan dipelajari pada hari itu. ' <i>Is it important to say thanks?</i> ' Ada sebagian Ss laki-laki yang menjawab, ' <i>Yes miss.</i> ' Kemudian P menanyakan kepada salah satu siswa yang menjawab, ' <i>When you usually express thanks? In what situation?</i> ' Ss menjawab, ' <i>diberi uang, barang miss.</i> ' ' <i>In English please!</i> ' sahut P. Akan tetapi



	<p>hanya sebagian siswa yang menjawab dengan pelan dan ragu-ragu dengan Bahasa Inggris. <i>'In English you should say given money not diberi uang ya.'</i> <i>Alright, so you should accustom yourself to say thanks for a gift, a favor, an offer of help, a compliment and also for an invitation,</i>" papar P. P mengatakan bahwa hari itu mereka akan belajar cara berterimakasih dan merespon terimakasih.</p>
3	<p>P mengatakan akan memutar video yang berisi percakapan yang ada ekspresi berterimakasih, akan tetapi P membagikan materi dan meminta Ss untuk mengerjakan Task 1 terlebih dahulu untuk membantu mereka memahami isi dari video tersebut. Setelah selesai mengerjakan Task 1, P bersama-sama dengan Ss mengoreksi jawabannya. Ada beberapa siswa yang mengangkat tangan untuk menjawab ketika P meminta mereka menjawab Task 1.</p>
4	<p>P memutar video dan meminta siswa untuk memperhatikan bagaimana pembicara 1 dan 2 di video berterimakasih dan merespon terimakasih. Teks dari percakapan yang ada di video terdapat di Task 2, P meminta Ss untuk melihat skripnya juga sambil menonton video. Video diputar dua kali. P meminta siswa untuk mengidentifikasi cara berterimakasih dan meresponnya dari skrip video. Kemudian P meminta beberapa Ss untuk mempraktekan percakapan dalam video tersebut dengan membaca teksnya di depan kelas. Ada 3 pasang siswa yang secara sukarela maju untuk mempraktekan percakapan tersebut. Selagi mereka mempraktekannya, ada beberapa kesalahan pengucapan dan intonasi dan P sesekali membenarkannya dan meminta semua Ss dikelas untuk menirukannya.</p>
5	<p>P menanyakan apakah ada kata-kata yang sulit dan mereka tidak tahu artinya, ada beberapa kata yang sulit dan P kemudian meminta semua Ss untuk membuka kamus dan menemukan artinya. Setelah itu P meminta Ss untuk mengerjakan Task 3 untuk mengetahui pemahaman mereka dari isi video tadi. Ketika mencocokkan jawaban ada beberapa siswa yang mengangkat tangan untuk menjawab, tetapi siswa-siswa tersebut tadi sudah mempraktekan percakapan dari video di depan kelas, sehingga P meminta siswa yang lain dan tidak ada yang mau mengangkat tangan. P memutuskan untuk memanggil beberapa siswa yang belum ikut aktif berpartisipasi untuk menjawab pertanyaan di Task 3. Kemudian P menunjukkan ekspresi lain untuk mengucapkan terimakasih dan meresponnya untuk situasi formal dan tidak formal. P mencontohkan cara mengucapkannya diikuti oleh Ss. P mengatakan akan mengadakan <i>games</i>, Ss tampak senang mendengarnya. P memberi contoh <i>games</i>nya.</p>

	<p>P meminta beberapa barang siswa yang duduk didepan dan meminta mereka untuk mengambil barangnya kembali dengan Bahasa Inggris.</p> <p>P : <i>'Can I have a pen?'</i></p> <p>Ss : <i>'Yes'</i> (while giving the pen)</p> <p>P : <i>'Thank you'</i></p> <p>Ss : <i>'You're welcome'</i></p> <p>P melanjutkan lagi untuk meminta pensil, buku, penggaris, dll dari siswa secara berurutan tetapi dengan ekspresi berterimakasih dan respon yang bervariasi. Setelah itu P meminta Ss untuk mengambil barangnya lagi.</p> <p>Ss : <i>'Can I have my pen?'</i></p> <p>P : <i>'Yes, of course. Here is your pen'</i></p> <p>Ss : <i>'Thank you'</i></p> <p>P : <i>'Don't mention it.'</i></p> <p>Permainan berlanjut sampai semua barang diambil lagi oleh Ss. P kemudian meminta salah satu Ss untuk memimpin permainan seperti yang dilakukan P. Kemudian Igan yang maju sendiri memimpin permainan. Ss yang lain tampak ramai menertawakan Igan dan P meminta mereka untuk tenang. P kemudian meminta seluruh siswa untuk mempraktekan <i>games</i> ini dengan teman sebangkunya.</p>
6	<p>Berlanjut ke Task 6 untuk mencocokkan percakapan dengan ekspresi yang tepat. Setelah 5 menit P dan Ss mengoreksi jawabannya bersama-sama. Ada beberapa siswa yang antusias ingin membacakan jawabannya. Untuk Task 7, P meminta Abi dan Miara untuk mempraktekan membaca dialog yang sudah mereka lengkapi.</p>
7	<p>Selanjutnya, P meminta Ss untuk bekerja berpasangan dan mengambil 1 <i>situation card</i> untuk setiap pasang. Mereka harus membuat sebuah percakapan berdasarkan situasi di kartu tersebut. Beberapa saat kemudian, P meminta Ss untuk maju mempraktekan percakapannya di depan kelas. Hampir semua siswa mengangkat tangan agar terpilih maju menampilkan hasil pekerjaan mereka. Akan tetapi, peneliti memilih Nasis dan Angga yang pertama kali mengangkat tangan untuk maju. Semua Ss bertepuk tangan setelah mereka selesai. Kemudian ada empat pasang Ss lagi yang maju dan sesaat setelah itu bel istirahat pun berbunyi mendandakan mereka harus mengakhiri pelajaran Bahasa Inggris hari itu.</p>
8	<p>P kemudian menanyakan apa yang sudah mereka pelajari. Beberapa Ss menjawab, <i>'say thank miss.'</i> P kemudian mengatakan bahwa mereka sudah belajar ekspresi</p>

	berterimakasih dan responnya. P juga menanyakan apakah ada yang Ss ingin tanyakan. Tidak ada yang bertanya kemudian P menutup kelas dengan meminta ketua kelas memimpin doa.
--	--

No : FN.07

Hari, Tanggal : Sabtu, 19 Oktober 2013

Waktu : 12.00-13.30 WIB

Tempat : Ruang Kelas X A

Kegiatan : Pertemuan 2

Responden : 1) Peneliti : P

2) Guru Bahasa Inggris: GBI

3) Siswa : Ss

1	P datang ke sekolah pada pukul 11.30 WIB dan kelas Bahasa Inggris di kelas X A dimulai pada pukul 12.00-13.30 WIB. GBI sebelumnya telah menginformasikan bahwa ruang Audio Visual (AVA) dipakai kelas XII maka hari ini pelajaran Bahasa Inggris tetap di ruang kelas XA. P diminta untuk meminjam moving LCD, speaker, dan rol kabel ke ruang TU. P masuk ke kelas pada pukul 11.50 untuk mempersiapkan LCD dan speaker dibantu oleh beberapa Ss.
2	Beberapa menit kemudian semua siswa sudah duduk di kelas tetapi suasana masih gaduh karena banyak yang masih berbicara satu dengan yang lain. Kemudian P bertanya, <i>'Are you ready to start our lesson now?'</i> Sebagian besar Ss menjawab, <i>'Yes miss'</i> P membuka kelas dengan mengucapkan salam dan menanyakan kabar Ss. P meminta ketua kelas untuk memimpin doa. P berterima kasih kepada ketua kelas setelah memimpin doa. Untuk mengecek kehadiran Ss, P bertanya <i>'Who is absent today?'</i> Semua Ss menjawab, <i>'Alfrita'</i> . P menanyakan apakah ada yang tau kenapa Alfrita tidak masuk, Tiara Ss yang duduk di sebelah Alfrita menjawab, <i>'I don't know miss, nggak ngasih kabar Alfrita'</i> P menimpali, <i>'She didn't tell you why she didn't come, right we can ask her tomorrow when she comes hope she is fine.'</i>
3	P kemudian memulai pelajaran dengan menanyakan apa yang sudah mereka pelajari pada pertemuan sebelumnya. Semua Ss menjawab, <i>'expressing thanks'</i> P memuji dan membenarkan jawaban Ss, <i>'That's great, we've learnt how to thanks and how to respond to thanks last Wednesday.'</i> P kemudian menyampaikan hari ini mereka akan belajar memberi ucapan selamat dan meresponnya. P menanyakan apakah ada Ss

	yang pernah memberi ucapan selamat. Sebagian Ss pun menjawab ‘Sudah pernah miss. ‘Kapan? Pada momen apa?’ Sebagian Ss bergumam dan ada juga yang menjawab dengan percaya diri, ‘birthday and graduation miss.’ P pun memuji dan menimpali jawabannya. <i>‘That’s great. We congratulate someone in graduation, birthday and also for her/his success.’</i>
4	P akan memutar video yang berisi ucapan selamat dan responnya akan tetapi P terlebih dahulu membagikan materi yang akan mereka pelajari dan meminta mereka mengerjakan Task 1 untuk membantu memahami isi video. Setelah beberapa saat, Ss bersama-sama dengan P mencocokkan jawabannya.
5	P memutar video dua kali dan meminta Ss untuk memperhatikan bagaimana pemeran di dalam video mengucapkan selamat dan meresponnya. Setelah itu P meminta Ss untuk mengidentifikasi ekspresi pujian dan responnya di dalam video transkrip di task 2. P meminta beberapa Ss untuk mempraktekan video transkrip tersebut di depan kelas. Sebelum ditunjuk, sudah ada tiga siswa yang mengangkat tangan untuk mempraktekannya. Ada tiga pasang Ss yang mempraktekannya di depan kelas. Kemudian P menanyakan apakah ada kata-kata yang sulit di dalam video transkrip tersebut. Hanya satu kata, yaitu <i>relief</i> yang mereka tidak tahu artinya. P pun meminta semua Ss membuka kamusnya dan mencari artinya. Setelah itu P meminta Ss mengerjakan task 3 dan mencocokkannya bersama-sama.
6	Kemudian P menunjukan ekspresi lain untuk memuji dan merespon pujian. P membacanya satu persatu dan meminta semua Ss untuk menirukannya. Setelah itu P meminta Ss untuk melengkapi percakapan dengan ekspresi yang tepat kemudian memerankannya secara berpasangan di depan kelas. Ada 5 pasang siswa yang maju memerankan percakapan tersebut. Sepasang Ss yang maju pertama ditunjuk oleh P kemudian mereka menunjuk Ss yang lain untuk maju sampai 5 pasang Ss.
7	Selanjutnya untuk Task 6 P meminta Ss membuat pujian dan respon yang tepat berdasarkan situasi gambar dan memerankannya dengan teman sebangkunya. Kemudian, karena ada petugas dari Rokhis (kerohanian Islam) yang masuk ke kelas dan menyampaikan ada salah seorang siswa di kelas X B yang kehilangan kakeknya maka semua Ss diminta sumbangan seikhlasnya untuk membantu teman mereka. Setelah itu kondisi kelas menjadi cukup gaduh. Kemudian P mengucapkan turut berduka atas kejadian tersebut dan meminta Ss untuk mendoakan agar teman mereka diberi ketabahan. P meminta Ss kembali konsentrasi ke pelajaran

	Bahasa Inggris. Berlanjut ke Task 7, Ss harus melengkapi percakapan dengan memilih ekspresi yang tepat yang terdapat di dalam tabel dan memerankanya di depan kelas. Hanya ada sepasang Ss yang mau maju memerankanya tanpa ditunjuk. P kemudian melanjutkan ke Task 8. P meminta Ss membuat kelompok dengan anggota 4 Ss dan memilih salah satu role card yang tersedia. Setelah itu setiap kelompok harus memerankannya di depan kelas. Ada dua kelompok yang memerankannya di depan kelas karena bel istirahat sudah berbunyi.
8	P dan Ss mereview apa yang telah mereka pelajari hari ini dan kemudian P menyampaikan bahwa pertemuan selanjutnya mereka akan belajar <i>expressing compliments and respond to compliment</i> P menutup kelas dengan berdoa dan mengucapkan salam.

No : FN.08

Hari, Tanggal : Rabu, 23 Oktober 2013

Waktu : 10.15-11.45 WIB

Tempat : Ruang Kelas X A

Kegiatan : Pertemuan 3

Responden : 1) Peneliti : P

2) Siswa : Ss

3) Guru Bahasa Inggris: GBI

1	P sampai di sekolah pada pukul 09.55 WIB dan langsung menemui GBI di kantor guru. P diminta untuk meminjam LCD, speaker, dan rol kanel ke Bu Ari di ruang Tata Usaha. Setelah itu P masuk kelas pada pukul 10.05 WIB untuk mempersiapkan LCD dan speaker dengan dibantu beberapa siswa laki-laki. Pelajaran Bahasa Inggris hari ini pada jam ke 5-6 yaitu jam 10.15-11.45 WIB.
2	Setelah beberapa saat bel masuk berbunyi, semua siswa masuk ke kelas dan P memulai pelajaran dengan salam dan doa. Ketua kelas, Abdulah Irfan yang memimpin doa. P kemudian menanyakan kondisi Ss dan mengecek kehadiran Ss. Hari ini semua Ss berangkat.
3	P mereview materi pertemuan sebelumnya dengan menanyakan beberapa pertanyaan kepada Ss. P bertanya apakah yang sudah mereka pelajari pada pertemuan

	<p>sebelumnya. Beberapa Ss menjawab ‘memberi ucapan selamat, <i>congratulation, congratulating.</i>’ P membenarkan jawaban mereka dan meminta dua orang siswa untuk memberi contoh ucapan selamat. P menyatakan bahwa pada hari ini mereka akan belajar <i>how to compliment and respond to compliment.</i>’ <i>Do you know what compliment is?</i> Beberapa Ss menjawab ‘Pujian’ P membenarkan jawaban mereka dan memberi sebuah contoh dengan memuji penampilan baru Nabila, ‘Nabila, <i>you look more beautiful with your new hair cut.</i>’ Nabila pun berterimakasih atas pujian tersebut.</p>
4	<p>P kemudian membagikan materi yang akan dipelajari hari ini. P mengatakan akan memutar video yang berisis pujian dan responnya. Akan tetapi untuk membantu Ss memahami isi video tersebut P meminta Ss mengerjakan Task 1 dan Task 2. task 1 mencari arti dari beberapa kata di tabel dan Tas 2 mencocokkan kata dan frasa dengan definisinya yang tepat. Beberapa menit kemudian P dan Ss bersama-sama mengoreksi jawabanya. ‘<i>Who want to answer number one?</i>’ kata P. Hanya ada satu Ss yang mengangkat tangan untuk menjawab sehingga P meminta siswa tersebut untuk menunjuk temannya yang lain untuk menjawab nomor selanjutnya. Untuk Task 2 ada beberapa Ss yang mau menjawab dengan mengangkat tangan.</p>
5	<p>P memutar video dan meminta Ss untuk memperhatikan pembicara pertama dan kedua didalam video saat saling memuji dan merespon pujian tersebut sambil melihat video transkrip yang ada di task 3. Video diputar dua kali. P meminta Ss untuk memperhatikan pujian dan responnya yang ada di video transkrip. Kemudian P menanyakan apakah Ss menemukan kata-kata yang sulit dari video transkrip tersebut. Karena tidak ada yang merasa kesulitan, P pun meminta mereka untuk memerankan video transkrip tersebut di depan kelas. Siswa yang pertama mengangkat tangan untuk maju adalah Abi Mahesa dan Igan. Kemudian masih ada 2 pasang Ss lagi yang maju. Setelah itu P meminta Ss untuk mengerjakan Task 4. Setelah Ss selesai mengerjakan task 4, mereka bersama dengan P mengoreksi pekerjaannya.</p>
6	<p>Kemudian P menunjukan ekspresi lain untuk memuji dan merespon pujian. P membacanya satu persatu dan meminta semua Ss untuk menirukannya. P juga memberitahu cara untuk memuji. Pertama dengan mengatakan sesuatu yang bagus tentang suatu objek, menanyakan cara membuat atau tempat membeli objek tersebut. P bertanya apakah Ss pernah memuji seseorang dan kapan. Sebagian Ss menjawab</p>

	sudah pernah. Seorang Ss menjawab, saat PDKT sehingga sebagian besar Ss dikelas tertawa. P pun meminta jawaban lain dan beberapa siswa mengatakan saat memuji penampilan, kesuksesan, dan sesuatu yang baru. P membenarkan jawaban mereka dan menimplai biasanya memuji itu saat kita menyukai penampilan, kepemilikan, atau hasil pekerjaan orang lain. P juga menanyakan apakah sejauh itu mereka dapat memahaminya. Sebagian Ss menjawab, 'Paham miss.'
7	Lanjut ke Task 6, P meminta Ss untuk mencocokkan situasi yang ada di tabel dengan ekspresi yang tepat. Lima menit kemudian, Ss dan P mencocokkan jawabannya. Untuk Task 7, P meminta Ss untuk melengkapi percakapan dan mempraktakkannya dengan pasangannya. Ada dua pasang Ss yang maju untuk mempraktekan percakapan tersebut. Sementara untuk Task 8, P meminta mereka memperhatikan gambar dan situasi di tabel kemudian memberi ekspresi pujian dan respon yang tepat. P memberi contoh untuk gambar pertama. Setelah selesai ada tiga pasang siswa yang membaca dan mempraktekan percakapan pujian dan responnya.
8	Selanjutnya P meminta Ss untuk membuat kelompok yang terdiri dari 4 Ss per kelompok. Setiap kelompok mendapatkan 1 buah <i>situation card</i> untuk setiap siswa. P meminta salah satu siswa untuk membaca kartunya, sementara 3 siswa yang lain harus mendengarkan dan memberi pujian terhadap situasi yang dibacakan siswa tersebut. Siswa yang membaca kartu tersebut pun harus merespon pujian dari teman-temannya dan menulis pujian dan respon tersebut kedalam sebuah table yang sudah disediakan. permainan berlanjut sampai semua siswa membacakan kartunya. Sementara Ss mempraktekan games tersebut P berkeliling kelas untuk memastikan mereka menggunakan Bahasa Inggris. Setelah semua selesai, hanya ada 4 siswa yang maju melaporkan hasilnya didepan kelas karena bel pulang berbunyi.
9	Karena waktu sudah habis, P mereview apa yang sudah mereka pelajari hari itu dengan menanyakan beberapa pertanyaan ke Ss. P menyampaikan bahwa mereka akan belajar <i>how to make and accept an invitation</i> untuk pertemuan selanjutnya. P menutup keals dengan salam dan doa.

No : FN.09

Hari, Tanggal : Sabtu, 26 Oktober 2013

Waktu : 12.00-13.30 WIB

Tempat : Ruang Kelas X A

Kegiatan : Pertemuan 4

Responden :1) Peneliti : P  
 2) Siswa : Ss  
 3) Guru Bahasa Inggris: GBI

1	P sampai di SMA N 1 Gamping pada pukul 11.30 WIB sementara hari ini jadwal pelajaran Bahasa Inggris di kelas X A pada jam ke 7-8 yaitu pada pukul 12.00-13.30 WIB. P langsung menemui GBI di kantor guru dan memberi RPP dan materi yang akan di ajarkan pada hari itu. GBI melihat dan membaca materinya sekilas. GBI meminta P untuk meminjam kabel VGA dan speaker di ruang TU. Setelah P meminjam kabel VGA untuk LCD dan speaker, pada pukul 11.55 P diminta masuk ke kelas untuk mempersiapkan LCD dan speakernya.
3	Bel pun berbunyi tepat pada pukul 12.00 WIB pertanda istirahat kedua telah usai dan pelajaran akan segera dimulai. Beberapa saat kemudian GBI dan semua Ss kelas XA sudah duduk dengan rapi di kelas. P kemudian membuka pelajaran dengan salam dan doa. Seperti biyasa ketua kelas yang memimpin doa. Setelah itu menanyakan kondisi Ss dan mengecek kehadiran mereka.
4	P mereview materi pertemuan sebelumnya dengan menanyakan beberapa pertanyaan kepada Ss. P bertanya apakah yang sudah mereka pelajari pada pertemuan sebelumnya. Beberapa Ss menjawab ‘memuji, pujian, <i>compliments</i> ’ P membenarkan jawaban mereka dan meminta dua orang siswa untuk memberi contoh ucapan selamat. P menyatakan bahwa hari ini mereka akan belajar mengajak atau mengundang dan menerima undangan atau ajakan.
4	P menanyakan apakah sudah ada yang pernah mengundang temannya untuk datang ke pesta ulang tahunnya. Ada beberapa Ss yang menjawab sudah pernah dan kemudian P menanyakan bagaimana mereka mengundangnya. Ada pula Ss yang menjawab belum pernah dan ada juga yang diam. P menyatakan mereka akan belajar mengundang atau mengajak dan menerima ajakan.
5	P akan memutar video yang berisi ajakan atau undangan dan responnya untuk menerima ajakan tersebut, akan tetapi P terlebih dahulu membagikan materi yang akan mereka pelajari dan meminta mereka mengerjakan Task 1 untuk membantu memahami isi video. Setelah beberapa saat, Ss bersama-sama dengan P mencocokkan jawabanya.
6	P memutar video dua kali dan meminta Ss untuk memperhatikan bagaimana pemeran di dalam video mengajak atau mengundang dan menerima ajakan tersebut. Setelah itu



	P meminta Ss untuk mengidentifikasi kalimat ajakan atau undangan dan respon untuk menerimanya di dalam video transkrip di task 2. P meminta beberapa Ss untuk mempraktekan video transkrip tersebut di depan kelas. Sebelum ditunjuk, sudah ada 4 siswa yang mengangkat tangan untuk mempraktekannya. Hanya ada dua pasang Ss yang mempraktekannya di depan kelas. Kemudian P menanyakan apakah ada kata-kata yang sulit di dalam video transkrip tersebut. Ada beberapa kata yang disebutkan oleh Ss yaitu <i>wonderful</i> , <i>celebrate</i> , dan <i>guys</i> . P pun meminta semua Ss membuka kamusnya dan mencari artinya. Setelah itu P meminta Ss menjawab dengan lisan Task 3 dan mencocokkannya bersama-sama.
7	Kemudian P menunjukan ekspresi lain mengajak atau mengundang dan menerima undangan tersebut. P membacanya satu persatu dan meminta semua Ss untuk menirukannya. Setelah itu P meminta Ss untuk mengerjakan <b>Task 5</b> dan menjawabnya dengan lisan. Setelah semua soal dijawab, P meminta Ss untuk berpasangan dan mengambil sebuah situation card. Berdasarkan situation card tersebut, Ss harus membuat percakapan dan memerankannya di depan kelas. setelah selesai percakapan, Ss boleh bertukar peran dan memerankannya lagi. Semua Ss mendapat giliran untuk menampilkan hasil pekerjaannya.
8	P memberitahu Ss bahwa penelitiannya sudah selesai dan untuk post-test P meminta SS untuk membuat video dengan memilih tema expression yang sudah mereka pelajari seperti, thanks, congratulations, compliments dan invitations. Setiap kelompok terdiri dari 4 orang dan durasi videonya minimal 1 menit. semua video akan diputar dan ditonton bersama dikelas. 3 video terbaik akan mendapatkan hadiah.
9	Karena bel pulang sudah berbunyi, maka P dan Ss mereview apa yang telah mereka pelajari hari ini dan kemudian P menyampaikan bahwa pertemuan selanjutnya mereka akan belajar <i>how to make and decline an invitation</i> . P menutup kelas dengan berdoa dan mengucapkan salam.

No : FN.10

Hari, Tanggal : Sabtu, 2 November 2013

Waktu : 12.00-13.30 WIB

Tempat : Ruang Kelas X A

Kegiatan : Post tes

Responden : 1) Peneliti : P

2) Siswa : Ss

3) Guru Bahasa Inggris: GBI

1	P datang ke SMA N 1 Gamping pada pukul 11.30 WIB sementara hari ini jadwal pelajaran Bahasa Inggris di kelas X A pada jam ke 7-8 yaitu pada pukul 12.00-13.30 WIB. P langsung menemui GBI di kantor guru. P memberikan <i>assesment rubric</i> , <i>assesment sheet</i> , dan daftar nama kelompok kepada GBI. GBI meminta P untuk meminjam kabel VGA dan speaker di ruang TU. Setelah P meminjam kabel VGA untuk LCD dan speaker, pada pukul 11.55 P diminta masuk ke kelas untuk mempersiapkan LCD dan speakernya.
2	Bel pun berbunyi tepat pada pukul 12.00 WIB pertanda istirahat kedua telah usai dan pelajaran akan segera dimulai. Beberapa saat kemudian GBI dan semua Ss kelas XA sudah duduk dengan rapi di kelas. P kemudian membuka pelajaran dengan salam dan doa. Seperti biyasa ketua kelas yang memimpin doa. Setelah itu menanyakan kondisi Ss dan mengecek kehadiran mereka.
3	P kemudian menanyakan hasil pekerjaan video mereka, semua kelompok sudah mengumpulkan videonya kepada ketua kelas. P meminta ketua kelas untuk maju mengumpulkan videonya. P mindahkan video tersebut ke dalam laptop dan setelah LCD dan speaker sudah terpasang, P mulai memutar videonya. Setiap video diputar dua kali. Sesaat setiap selesai memutar video, seluruh siswa ramai berceloteh dan bertepuk tangan. Setelah semua video selesai diputar, P dan GBI berunding untuk menentukan video yang terbaik. Ada 3 kelompok yang terpilih. Setelah itu P membagikan hadiahnya, semua siswa bersorak sorai.
4	P kemudian mengapresiasi dan memuji semua videonya. P juga menanyakan kesulitan yang dihadapi setiap kelompok dalam mengerjakan video tersebut. Sebagian besar menjawab masalahnya ada pada menentukan waktu untuk berkumpul membuat videonya karena mereka masih kelas X dan banyak sekali kegiatan ekstrakurikuler yang harus diikuti. Sementara jika mereka mengerjakan setelah kegiatan ekstrakurikuler, mereka sudah capek dan tidak semangat.
4	P kemudian berterimakasih dan memohon maaf jika ada kesalahan. P, GBI, dan semua Ss kemudian foto bersama-sama. P kemudian menutup kelas dengan doa dan salam setelah bel berbunyi.

## **4. SCORING RUBRIC AND SCORES**

## SPEAKING RUBRIC

Scores	Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice	Understand everyday conversation at normal speech
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometime has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice	Understand nearly everything at normal speech. Although occasional repetition may be necessary.
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice	Understand most of what is said at slower speed with repetition
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to	Ineffective word choice	Difficult to understand what is said. Able to comprehend only social conversation spoken slowly and

					with frequent repetition
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to understand even simple conversation

Adapted from Brown (2001:406-407)

## PRE-TEST SCORES

Date : 12 October 2013

Time : 12.00-13.30 WIB

Class : XA

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	3	2	2.5	3	2	2.5	2	2	2	2	2	2	2	3	2.5	12	11	11.5
S2	2	2	2	3	3	3	3	3	2	2	2	2	3	3	3	13	13	13
S3	2	2	2	3	3	3	2	3	3	2	2	2	2	2	2	11	12	11.5
S4	2	2	2	3	3	3	2	2	3	2	2	2	2	2	2	11	11	11
S5	3	2	2.5	3	3	3	2	2	3	2	2	2	3	3	3	13	12	12.5
S6	2	2	2	3	2	2.5	3	2	3	2	2	2	3	2	2.5	13	10	11.5
S7	2	2	2	3	3	3	3	3	2.5	2	2	2	3	3	3	13	13	13
S8	3	3	3	3	3	3	2	2	2.5	2	2	2	3	3	3	13	13	13
S9	2	3	2.5	2	3	2.5	3	3	2.5	2	2	2	3	3	3	12	14	13
S10	2	2	2	3	3	3	2	2	2.5	2	2	2	2	2	2	11	11	11
S11	2	2	2	3	2	2.5	3	2	3	2	2	2	2	2	2	12	10	11
S12	3	3	3	3	3	3	3	3	2.5	3	3	3	3	3	3	15	15	15

S13	2	2	2	3	2	2.5	3	3	2	2	2	2	3	2	2.5	13	11	12
S14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	10	10
S15	2	2	2	3	2	2.5	2	2	2	2	2	2	3	3	3	12	11	11.5
S16	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2.5	14	15	14.5
S17	3	3	3	3	3	3	3	3	3	2	2	2	3	2	2.5	14	13	13.5
S18	2	2	2	3	2	2.5	3	3	3	2	2	2	2	2	2	12	11	11.5
S19	2	3	2.5	3	2	2.5	3	2	3	2	2	2	2	2	2	12	11	11.5
S20	2	2	2	3	2	2.5	2	2	2.5	2	2	2	3	2	2.5	12	10	11
S21	2	2	2	3	2	2.5	2	2	2.5	2	2	2	2	3	2.5	11	11	11
S22	3	2	2.5	3	3	3	3	3	2.5	2	2	2	3	2	2.5	14	12	13
S23	2	2	2	3	3	3	3	3	2.5	2	2	2	2	3	2.5	12	13	12.5
S24	2	3	2.5	3	3	3	3	3	3	2	2	2	3	3	3	13	14	13.5
S25	3	3	3	3	3	3	3	3	2.5	3	3	3	3	3	3	15	15	15
S26	2	2	2	3	2	2.5	3	2	2	2	2	2	2	2	2	12	10	11
S27	2	2	2	3	3	3	3	2	2	2	2	2	3	3	3	13	12	12.5
S28	2	2	2	3	2	2.5	3	2	2	2	2	2	2	3	2.5	12	11	11.5
S29	2	2	2	2	3	2.5	3	2	3	2	2	2	3	2	2.5	12	11	11.5
S30	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13

S31	2	2	2	3	3	3	2	3	3	2	2	2	3	3	3	12	13	12.5
S32	2	3	2.5	3	3	3	2	2	3	2	2	2	3	3	3	12	13	12.5
Total	72	73	55	93	84	56	84	79	80.5	67	67	67	83	82	82.5	399	385	392
Mean Score	2.1			2.6			2.6			2.2			2.1			12.3		

### POST-TEST SCORES

Date : 2 Novemeber 2013

Time : 12.00-13.30 WIB

Class : XA

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	4	4	3.5	4	4	3.5	4	4	4	4	3	3.5	4	4	4	20	19	19.5
S2	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
S3	4	3	3	4	4	4	4	3	3.5	3	3	3	4	3	3.5	19	16	17.5
S4	4	3	4	4	3	4	4	3	3.5	3	3	3	4	4	4	19	16	17.5



S5	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
S6	3	3	3.5	4	4	4	4	4	4	3	3	3	4	3	3.5	18	17	17.5
S7	4	4	3.5	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5
S8	4	4	3	4	4	4	4	3	3.5	4	3	3.5	4	4	4	20	18	19
S9	4	3	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	18	19
S10	4	3	3.5	4	4	3.5	4	3	3.5	3	3	3	4	4	4	19	17	18
S11	3	3	3	4	4	4	4	3	3.5	3	3	3	4	4	4	18	17	17.5
S12	4	4	3	4	4	3.5	4	4	4	4	4	4	4	4	4	20	20	20
S13	4	3	4	4	3	4	4	4	4	3	3	3	4	4	4	19	17	18
S14	3	3	4	4	4	4	4	4	4	3	3	3	3	4	3.5	17	18	17.5
S15	3	3	3	4	3	3.5	3	4	3.5	3	3	3	4	4	4	17	17	17
S16	4	4	4	4	4	3.5	4	4	4	4	4	4	4	4	4	20	20	20
S17	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
S18	3	3	3.5	4	3	4	4	4	4	3	3	3	4	4	4	18	17	17.5
S19	4	4	4	4	3	4	4	4	4	3	3	3	4	4	4	19	18	18.5
S20	3	3	4	4	4	4	4	4	4	3	3	3	4	3	3.5	18	17	17.5
S21	4	3	4	4	4	4	4	4	4	3	3	3	4	4	4	19	18	18.5
S22	4	4	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5

S23	4	4	3.5	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
S24	4	4	3.5	4	4	4	4	4	4	3	3	3	3	4	3.5	18	19	18.5
S25	4	4	3.5	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
S26	4	3	3	4	4	4	4	3	3.5	3	3	3	4	4	4	19	17	18
S27	4	3	3.5	4	4	4	4	4	4	3	3	3	4	4	4	19	18	18.5
S28	4	3	3	4	4	4	4	3	3.5	3	3	3	4	4	4	19	17	18
S29	3	3	4	4	4	4	4	3	3.5	4	3	3.5	4	4	4	19	17	18
S30	3	4	3	4	4	4	4	3	3.5	3	3	3	4	4	4	18	18	18
S31	3	3	4	4	4	4	3	3	3	3	3	3	4	4	4	17	17	17
S32	4	4	3	4	4	4	3	3	3	3	3	3	4	4	4	18	18	18
Total	119	111	115	128	123	125	125	117	121	105	99	102	126	125	125.5	603	575	589
Mean Score	<b>3</b>			<b>4</b>			<b>4</b>			<b>3</b>			<b>3.8</b>			<b>18.4</b>		

### STUDENTS' PROGRESS SCORES

Date : 16 October 2013

Time : 10.15-11.45 WIB

Meeting :1

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	3	2	2.5	2	3	2.5	2	3	2.5	2	2	2	2	3	2.5	11	13	12
S2	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13
S3	2	2	2	3	3	3	2	3	2.5	2	2	2	2	3	2.5	11	13	12
S4	2	2	2	2	3	2.5	2	3	2.5	2	2	2	2	3	2.5	10	13	11.5
S5	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	3	2	2.5	14	10	12
S6	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5
S7	2	3	2.5	3	3	3	3	3	3	2	3	2.5	3	3	3	13	15	14
S8	3	3	3	3	3	3	2	3	2.5	3	3	3	3	3	3	14	15	14.5
S9	2	2	2	2	2	2	3	2	2.5	2	2	2	3	2	2.5	12	10	11
S10	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13
S11	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15

S13	2	2	2	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	10	11.5
S14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	10	10
S15	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	3	3	3	12	15	13.5
S16	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	14	10	12
S17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S18	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	10	11
S19	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	10	11
S20	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	3	3	3	11	15	13
S21	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	10	15	12.5
S22	3	2	2.5	3	3	3	3	3	3	2	2	2	3	3	3	14	13	13.5
S23	2	2	2	3	3	3	3	3	3	3	2	2.5	2	3	2.5	13	13	13
S24	2	2	2	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	10	11.5
S25	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	15	10	12.5
S26	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S27	2	2	2	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	14	10	12
S28	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13
S29	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5
S30	2	2	2	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	10	11.5

S31	2	2	2	3	3	3	2	3	2.5	2	2	2	3	3	3	12	13	12.5
S32	2	2	2	3	3	3	2	3	2.5	2	2	2	3	3	3	12	13	12.5
Total	72	77	74.5	88	85	86.5	83	85	84	72	77	74.5	83	85	84	398	409	403.5
Mean Score	<b>2.2</b>			<b>2.4</b>			<b>2.3</b>			<b>2.3</b>			<b>2.3</b>			<b>12.6</b>		

### STUDENTS' PROGRESS SCORES

Date : 19 October 2013

Time : 12.00-13.30 WIB

Meeting :2

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3	3	15	14	14.5
S2	2	2	2	3	3	3	3	3	3	2	3	2.5	3	3	3	13	14	13.5
S3	2	2	2	3	3	3	3	3	3	2	2	2	2	3	2.5	12	13	12.5
S4	2	2	2	2	3	2.5	3	3	3	2	2	2	3	3	3	12	13	12.5
S5	3	2	2.5	3	3	3	2	2	2	3	3	3	3	2	2.5	14	12	13

S6	2	3	2.5	2	3	2.5	3	3	3	3	3	3	3	3	3	13	15	14
S7	2	3	2.5	3	3	3	3	3	3	2	3	2.5	3	3	3	13	15	14
S8	3	3	3	3	3	3	2	3	2.5	3	3	3	3	3	3	14	15	14.5
S9	2	3	2.5	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	13	11	12
S10	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13
S11	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S13	2	2	2	3	2	2.5	3	3	3	3	2	2.5	3	2	2.5	14	11	12.5
S14	2	2	2	2	2	2	3	2	2.5	2	2	2	2	2	2	11	10	10.5
S15	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	3	3	3	12	15	13.5
S16	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	14	10	12
S17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S18	2	2	2	3	3	3	3	2	2.5	2	2	2	3	2	2.5	13	11	12
S19	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	10	11
S20	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	3	3	3	11	15	13
S21	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S22	3	2	2.5	3	3	3	3	3	3	2	2	2	3	3	3	14	13	13.5
S23	2	3	2.5	3	3	3	3	3	3	3	2	2.5	2	3	2.5	13	14	13.5

S24	2	2	2	3	3	3	3	3	3	2	3	2.5	3	2	2.5	13	13	13
S25	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	15	10	12.5
S26	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S27	2	2	2	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	14	10	12
S28	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	11	15	13
S29	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5
S30	2	2	2	3	3	3	3	3	3	2	2	2	3	2	2.5	13	12	12.5
S31	2	3	2.5	3	3	3	2	3	2.5	2	2	2	3	3	3	12	14	13
S32	2	3	2.5	3	3	3	3	3	3	2	2	2	3	3	3	13	14	13.5
Total	72	82	77	91	89	90	89	88	88.5	75	80	77.5	86	85	85.5	413	424	418.5
Mean Score	<b>2.4</b>			<b>2.8</b>			<b>2.7</b>			<b>2.4</b>			<b>2.6</b>			<b>13.1</b>		

### STUDENTS' PROGRESS SCORES

Date : 23 October 2013

Time : 10.15-11.45 WIB

Meeting :3

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	3	3	3	4	4	4	3	3	3	3	2	2.5	4	3	3.5	17	15	16
S2	2	2	2	3	3	3	4	3	3.5	2	3	2.5	3	4	3.5	14	15	14.5
S3	2	2	2	3	3	3	3	3	3	3	2	2.5	2	4	3	13	14	13.5
S4	2	3	2.5	2	3	2.5	3	3	3	2	3	2.5	3	3	3	12	15	13.5
S5	3	2	2.5	3	3	3	3	3	3	3	3	3	3	2	2.5	15	13	14
S6	2	3	2.5	3	3	3	3	3	3	3	3	3	3	3	3	14	15	14.5
S7	3	3	3	4	3	3.5	3	3	3	2	3	2.5	3	3	3	15	15	15
S8	3	3	3	3	3	3	2	3	2.5	3	3	3	3	3	3	14	15	14.5
S9	2	3	2.5	3	2	2.5	4	2	3	2	3	2.5	3	2	2.5	14	12	13
S10	2	3	2.5	3	3	3	2	4	3	2	3	2.5	3	3	3	12	16	14
S11	2	3	2.5	3	4	3.5	3	3	3	2	3	2.5	2	3	2.5	12	16	14
S12	3	3	3	3	4	3.5	3	3	3	3	3	3	3	4	3.5	15	17	16



S13	2	2	2	3	3	3	3	3	3	3	2	2.5	4	3	3.5	15	13	14
S14	2	2	2	2	2	2	3	2	2.5	2	2	2	2	2	2	11	10	10.5
S15	3	3	3	3	3	3	3	3	3	2	3	2.5	3	3	3	14	15	14.5
S16	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	14	10	12
S17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
S18	2	2	2	4	3	3.5	3	3	3	3	2	2.5	3	3	3	15	13	14
S19	2	2	2	4	2	3	3	2	2.5	2	2	2	2	2	2	13	10	11.5
S20	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	3	3	3	12	15	13.5
S21	2	3	2.5	3	3	3	3	4	3.5	2	3	2.5	2	3	2.5	12	16	14
S22	3	2	2.5	3	3	3	4	3	3.5	3	2	2.5	3	3	3	16	13	14.5
S23	2	3	2.5	3	3	3	3	3	3	3	2	2.5	3	3	3	14	14	14
S24	2	2	2	3	3	3	3	3	3	2	3	2.5	3	2	2.5	13	13	13
S25	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	15	11	13
S26	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	12	15	13.5
S27	2	2	2	3	3	3	3	3	3	3	2	2.5	4	2	3	15	12	13.5
S28	3	3	3	3	4	3.5	3	3	3	2	3	2.5	3	4	3.5	14	17	15.5
S29	2	3	2.5	3	3	3	3	3	3	2	3	2.5	3	3	3	13	15	14
S30	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13

S31	2	3	2.5	3	3	3	2	4	3	3	3	3	3	3	3	13	16	14.5
S32	2	3	2.5	3	3	3	4	4	4	2	2	2	3	3	3	14	15	14.5
Total	76	83	79.5	97	95	96	96	95	95.5	79	83	81	92	93	92.5	440	449	444.5
Mean Score	<b>2.4</b>			<b>3</b>			<b>3</b>			<b>2.5</b>			<b>2.9</b>			<b>13.9</b>		

### STUDENTS' PROGRESS SCORES

Date :26 October 2013

Time : 12.00-13.30 WIB

Meeting :4

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
S1	4	4	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5
S3	3	3	3	4	4	4	4	4	4	3	4	3.5	4	4	4	18	19	18.5
S4	3	3	3	4	4	4	4	4	4	4	3	3.5	3	4	3.5	18	18	18
S4	3	4	3.5	3	4	3.5	4	4	4	3	4	3.5	4	4	4	17	20	18.5
S5	4	3	3.5	4	4	4	4	4	4	4	4	4	4	3	3.5	20	18	19

S6	3	4	3.5	4	4	4	4	4	4	4	4	4	4	4	4	19	20	19.5
S7	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19	20	19.5
S8	4	4	4	4	4	4	3	4	3.5	4	4	4	4	4	4	19	20	19.5
S9	3	4	3.5	4	3	3.5	4	3	3.5	3	4	3.5	4	3	3.5	18	17	17.5
S10	3	4	3.5	4	4	4	3	4	3.5	3	4	3.5	4	4	4	17	20	18.5
S11	3	4	3.5	4	4	4	4	4	4	3	4	3.5	3	4	3.5	17	20	18.5
S12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
S13	3	3	3	4	4	4	4	4	4	4	3	3.5	4	4	4	19	18	18.5
S14	3	3	3	3	3	3	4	3	3.5	3	3	3	3	3	3	16	15	15.5
S15	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19	20	19.5
S16	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5	3	3	3	19	15	17
S17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
S18	3	3	3	4	4	4	4	4	4	4	3	3.5	4	4	4	19	18	18.5
S19	3	3	3	4	3	3.5	4	3	3.5	3	3	3	3	3	3	17	15	16
S30	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	4	4	4	17	20	18.5
S21	3	4	3.5	4	4	4	4	4	4	3	4	3.5	3	4	3.5	17	20	18.5
S22	4	3	3.5	4	4	4	4	4	4	4	3	3.5	4	4	4	20	18	19
S23	3	4	3.5	4	4	4	4	4	4	4	3	3.5	4	4	4	19	19	19

S24	3	3	3	4	4	4	4	4	4	3	4	3.5	4	3	3.5	18	18	18
S25	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5	4	4	4	20	16	18
S26	3	4	3.5	4	4	4	4	4	4	3	4	3.5	3	4	3.5	17	20	18.5
S27	3	3	3	4	4	4	4	4	4	4	3	3.5	4	3	3.5	19	17	18
S28	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19	20	19.5
S29	3	4	3.5	4	4	4	4	4	4	3	4	3.5	4	4	4	18	20	19
S30	3	3	3	4	4	4	4	4	4	3	3	3	4	4	4	18	18	18
S31	3	4	3.5	4	4	4	3	4	3.5	4	4	4	4	4	4	18	20	19
S32	3	4	3.5	4	4	4	4	4	4	3	3	3	4	4	4	18	19	18.5
Total	98	105	101	113	111	112	112	111	111	100	105	102	110	109	109	589	541	565
Mean Score	3.5			3.8			3.8			3.5			3.8			17.6		

Notes:

**V: Vocabulary**

**C: Comprehension**

**G: Grammar**

**F: Fluency**

**P: Pronunciation**

**ET: English Teacher**

**A: Average**

**R: Researcher**

## **5. PHOTOGRAPHS**



Picture 1: The students watch the videos



Picture 2: The students work in pair to identify the expressions used in the videos



Picture 3: The students act out the dialogues from the video transcripts



Picture 4: The students pronounce the expressions in the handout



Picture 5: The students work in groups of four in creating a role-play based on the situation card



Picture 6: The students have a role-play

## **6.ATTENDANCE LIST**



### Attendance List

**Class : XA**

No	Name	Date					
		12/10	16/10	19/10	23/10	26/10	2/11
1.	Abdullah Irfan	√	√	√	√	√	√
2.	Abi Mahesa Agmi	√	√	√	√	√	√
3.	Abiyyukesna Adikusuma	√	√	√	√	√	√
4.	Aditya Dwimawan Wicaksono	√	√	√	√	√	√
5.	Alfrita Sulistyoningsih	√	√	-	√	√	√
6.	Angga Pramanza Hadi	√	√	√	√	√	√
7.	Annisa Maimunah	√	√	√	√	√	√
8.	Dhealda Ainun Saraswati	√	√	√	√	√	√
9.	Dyahayu Anggraini Wulandari	√	√	√	√	√	√
10	Elvani Yulianti	√	√	√	√	√	√
11	Faiz Naufal Damasti	√	√	√	√	√	√
12	Frida Noviani Indah Sari	√	√	√	√	√	√
13	Graha Gitta Kumalasari	√	√	√	√	√	√
14	Harun Budianto	√	√	√	√	√	√
15	Heri Kiswanto	√	√	√	√	√	√
16	Igan Indrawan Rindo	√	√	√	√	√	√
17	Ika Windi Astuti	√	√	√	√	√	√
18	Irkham Abdurrokhim	√	√	√	√	√	√
19	Mardike Puspaningrum	√	√	√	√	√	√
20	Mas Wisnu Dicky A	√	√	√	√	√	√
21	Muhamad Catur M	√	√	√	√	√	√
22	Nabila dian Safira	√	√	√	√	√	√
23	Nada Wahyu Perwitasari	√	√	√	√	√	√
24	Nasis Firmansyah	√	√	√	√	√	√

25	Rizky Dwi Pratiwi	√	√	√	√	√	√
26	Rofi' Muhana Nurul Huda	√	√	√	√	√	√
27	Steven Adi Dharma	√	√	√	√	√	√
28	Tiara Herjudanti	√	√	√	√	√	√
29	Tir Miara	√	√	√	√	√	√
30	Titis Nurmadhani	√	√	√	√	√	√
31	Yanu Setya Azis	√	√	√	√	√	√
32	Zajidha Ratih Sumarsono	√	√	√	√	√	√

## **7.OSERVATION SHEETS**

### Observation Sheets

No	Observation Items	Yes	No	Comments
<b>Pre-teaching</b>				
1.	The teacher greets the students and asks the students' condition	√		
2.	The students respond to the greeting and tell their condition	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance	√		
5.	The teacher reviews the last meeting materials	√		
6.	The teacher gives lead-in questions to presents new materials	√		
7.	The teacher explains the goal of the teaching and learning	√		
<b>Whilst-teaching</b>				
1.	The students are ready to learn the materials	√		
2.	The teacher gives an input text	√		
3.	The teacher and the students discuss the input text	√		
4.	The students identify the expressions used in the input text	√		
5.	The teacher distributes handouts	√		
6.	The teacher check students' understanding	√		
7.	The teacher gives the students opportunity to ask questions	√		
8.	The students deliver their questions to the teacher		√	
9.	The students are engaged to do interesting activities such as games and role-play		√	
10.	The teacher's instructions are clear	√		

<b>Post teaching</b>				
1.	The teacher summarizes and reflects the lesson		√	
2.	The students reflect their learning		√	
3.	The teacher previews the upcoming materials	√		
4.	The teacher ends the class by praying	√		
<b>Class Situation</b>				
1.	The teacher shows enthusiasm and interest in the subject being taught	√		
2.	The students are highly motivated during the lesson		√	
3.	The students are actively involved in each classroom activity		√	
4.	The time allocation is appropriate		√	
<b>The use of teaching and learning media</b>				
1.	The teacher use a text book or handout	√		
2.	The teacher uses interesting media such as videos or pictures in the teaching learning process		√	
3.	The teacher provides appropriate models and authentic spoken text in teaching speaking		√	

Yogyakarta, 25 October 2013

English Teacher

Researcher

Drs. C. Bambang Danato  
NIP. 19620905 199412 1 003

Ragil Safitri  
NIM. 09202241016

## **8. PRE-TEST AND POST TEST**

### 1. Pre-Test

Based on the discussion with the English teacher, as the collaborator, the researcher decided to conduct the pre test on 12 October 2014. The pre-test was done through giving the students dialogues containing expressions of apologizing and the responses. The English teacher said that the students have learnt how to apologize so both the researcher and English teacher selected this function as the pre-test. The researcher gave the examples on how to read the dialogues. After that, she asked the students to work in pair to make a dialogue based on the situation cards given. They were given ten minutes to make the dialogue and practice it. Each pair performed the dialogues in front of the class. Both the researcher and the English teacher scored the students' performance. The situation cards can be seen below.

#### Card 1

You backed your motorcycle into your neighbor's fence and broke the gate.

#### Card 2

You turn in your homework a day late to your history teacher.

#### Card 3

You were 20 minutes late to meet a friend for dinner

#### Card 4

You accidentally stepped on the foot of the man's foot sitting beside you at a concert.

#### Card 5

You dropped and broke your friend's hairdryer.

#### Card 6

You're 15 minutes late picking up a friend because you got a phone call.

#### Card 7

Your mother asked you to help her get sugar, coffee, milk and cheese in the supermarket, but you forgot to buy the milk.

#### Card 8

You borrowed and then forgot to return a classmate's dictionary.

## **2. Post-test**

It was done on 2 Novemeber 2013. This post-test was based on the discussion with the English teacher. The students had video project. The reseacher announced it to the students in the fourth meeting of her actions. The students should work in group of four and make a video based and select the topic based on what they had learnt before, thanks, congratulation, compliments, and invitations. The duration of the video miniaml was one minute. The reseacher gave prize fot the three best videos. All videos were played in the class twice and the students together with the reseacher and English teacher watched the videos. Both the English teacher and reseacher scored the videos.



### PRE-TEST TRANSCRIPTS

Card 1: You backed your motorcycle into your neighbor's fence and broke the gate.

1. S2 : I am so sorry for breaking your fence sir.  
     S7 : What?? It your mistake, you repair it for me.  
     S2 : Yes, sir. I will.  
     S7 : You must.

2. S28 : Sir, I want to apologize.  
     S6 : For what?  
     S28 : I break your fence.  
     S6 : It Okay.

Card 2: You turn in your homework a day late to your history teacher.

3. S9 : Sorry mam, I late for collect my homework.  
     S32 : Why?  
     S9 : I go to my uncle house yesterday.  
     S32 : You should not late in collect your homework next time.
4. S11 : Mam, I late collect my homework. I'm so sorry.  
     S29 : Why you late?  
     S11 : I forget to do it last night.  
     S29 : Okay, but I will cut your scores.

Card 3: You were 20 minutes late to meet a friend for dinner

5. S1 : Sorry for late to come to this dinner.  
     S5 : What make you late?  
     S1 : My motorcycle is trouble so I repair it first.  
     S5 : Don't worry.
6. S3 : Hey, you wait for long time. I really sorry because the bus come late.  
     S26 : It is around 20 minutes I wait for you.  
     S3 : I really apologize for my late.  
     S26 : Never mind. You should find other bus next time.

Card 4: You accidentally stepped on the foot of the man's foot sitting beside you at a concert.

7. S10 : Sorry, I am not intentional to step my foot on your foot.  
     S16 : Ow, it is hurt.  
     S10 : I really apologize.  
     S16 : Yes, it Okays.
8. S4 : Sir, I'm sorry, is it hurt?

- S25 : Yes, it hurt.  
 S4 : Would you like to forgive me?  
 S25 : Never mind.

Card 5: You dropped and broke your friend's hairdryer.

9. S12 : I want to apologize.  
 S21 : Why?  
 S12 : I break your hairdryer, sorry.  
 S21 : Ow, don't worry. I will repair.  
 S12 : Thank you.
10. S28 : Wati, sorry I break your hairdryer.  
 S13 : Oh my God, I want to dry my hair now.  
 S28 : I'm sorry.  
 S13 : It okay, I will use fan.

Card 6: You're 15 minutes late picking up a friend because you got a phone call.

11. S27 : Sorry, I late to pick you.  
 S20 : Okay, what happen?  
 S27 : I got a phone call 10 minutes.  
 S20 : who call you?  
 S27 : My grandma.
12. S29 : Hey, You wait for long time, sorry.  
 S18 : It Okays, but what is going on?  
 S29 : My mom call me.  
 S18 : Alright, let's go.

Card 7: Your mother asked you to help her get sugar, coffee, milk and cheese in the supermarket, but you forgot to buy the milk.

13. S6 : Mom sorry I forget buy milk.  
 S23 : Ow, Okay. Buy it on the Andi's shop now.  
 S6 : Yes mom.
14. S15 : I am sorry mother. I make mistake.  
 S24 : What happen?  
 S15 : I forget to buy milk.  
 S24 : Don't worry, buy next time.

Card 8: You borrowed and then forgot to return a classmate's dictionary.

15. 17 : Dito, I forget return your dictionary.  
 S19 : Okay, bring it tomorrow.  
 S17 : Thanks Dito.

- S19 : You are welcome.
16. S4 : Igo, I want to apologize.
- S22 : For what?
- S4 : I am not bring your dictionary today.
- S22 : I need it now, but it okay I can get from library.

## **9. PERMIT LETTERS**



# BALAI PENILAIAN PEMBANGUNAN DAERAH

Jalan Pahlawan Kemerdekaan I (Darat) Tugu, Kecamatan Yogyakarta 55011  
 Telp: (0274) 858800, Faksimile: (0274) 858800  
 Website: [www.bpd.go.id](http://www.bpd.go.id), Email: [bpd@bpd.yogyakarta.go.id](mailto:bpd@bpd.yogyakarta.go.id)

## SURAT LILIS

Nomor : 070 / Bappeda / 2013 / 2013

### TENTANG PENELITIAN

#### KEPALA BALAI PERENCANAAN PEMBANGUNAN DAERAH

Dear : Kepala Balai / Satuan Kerja : 144 yg. 2013/A/2003 tentang tata Kelola Kerja Monev, Pkkn, Kerja Lapangan, dan Penelitian

Melalui : Surat dan Sekelompok Contoh Perencanaan Daerah Daerah Kabupaten Yogyakarta

Hasil : 070/PA/2013/00113

Tanggal : 26 September 2013

Hal : Tata Penelitian

#### MENYERIKAN :

Kepala  
 Nama : RAGEL SARTIRI  
 No. Induk/ID/ID/ID/ID : 800101818  
 Program/Tingkat : SI  
 Alamat/Perguruan Tinggi : Universitas Negeri Yogyakarta  
 Alamat rumah/Perguruan Tinggi : Kampus Karangmalang Yogyakarta  
 Alamat Rumah : Kabogori CT VI Sleman Yogyakarta  
 No. Telp. HP : 800101818  
 Umur : Mengalahkan Penelitian / dan Survey / Uji Validitas / PPL dengan judul (MENDUKUNG THE TENTH GRADE STUDENTS SPEAKING SKILL THROUGH VIDEO AT STATE SENIOR HIGH SCHOOL / CAMPING IN THE ACADEMIC YEAR OF 2013/2014)  
 Lokasi : SMA Negeri 1 Camping  
 Waktu : Selama 5 bulan mulai tanggal : 26 September 2013 s.d. : 26 Desember 2013

Sebagai keterangan sebagai berikut :

1. Ragu Sartiri (di) sebagai Pejabat Pemerintah sebagai Kepala Daerah dan juga Kepala Daerah untuk menyelenggarakan penelitian penelitian
2. Ragu Sartiri akan terlibat dan membantu dalam penelitian penelitian yang berkaitan
3. Ragu Sartiri akan membantu untuk penelitian penelitian di luar yang akan dilaksanakan
4. Ragu Sartiri akan membantu laporan hasil penelitian berupa 1 (satu) CD format PDF. Laporan laporan akan diserahkan kepada Kepala Balai Perencanaan Pembangunan Daerah
5. Ragu Sartiri akan membantu penelitian penelitian yang akan dilakukan oleh penelitian penelitian di atas

Ditulis (di) di Yogyakarta untuk diberikan sebagai surat menyurat, ditandatangani pejabat pemerintahan pemerintah setempat untuk memberikan bantuan penelitian.

Selanjutnya sebagai pelaksanaan penelitian penelitian tersebut untuk menyerahkan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Ditandatangani di Sleman

Pada Tanggal : 2 Oktober 2013

s.d. Kepala Balai Perencanaan Pembangunan Daerah

Setor

s.d.

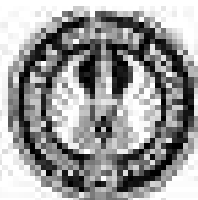
Kepala Balai Perencanaan dan Penelitian

Drs. HUSRIANI SUGIRAYA, M.Si, MM  
 Pejabat, PPL  
 NIP. 800101818 / 2003/1/001

Terdapat :

1. Bupati Sleman (sebagai Kepala)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Diklat Kab. Sleman
4. Kadis. Sosial Budaya Bappeda Kab. Sleman
5. Camat Camping
6. Kepala SMA Negeri 1 Camping
7. Kabag. TI PPS-LHR
8. Yang Berhormat





PROSEDUR DAN CARA MELAKUKAKAN PENELITIAN PENELITIAN LINGUISTIK

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Jalan Sekeloa Kidul, Yogyakarta 55171-0001, 55171-0001 Telp. 0271-822222  
http://www.uny.ac.id

Surabaya, 15  
15 September 2013

Nama : DEDDIYAN, L. L. / 01/01/2013  
Lampiran : 1 Berkas Proposal  
Hal : Perencanaan teks Penelitian

15 September 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta

Jl. Korpri Sekeloa Kidul No. 311

Jl. Jendral Sudirman No. 5 Yogyakarta 55171

Kami bertaklukkan dengan kerena bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta melakukan pengabdian Penelitian untuk memperoleh data guna menyusun Tugas Akhir Tertulis (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Karya Seni (TAKS), dengan judul:

**ANALYSIS THE FIFTH GRADE STUDENTS SPEAKING SKILL THROUGH VIDEO AT STATE SENIOR HIGH SCHOOL 1 GAMPING IN THE ACADEMIC YEAR OF 2013/2014**

Mahasiswa kami yang adalah:

Nama : RAGE, SUTIRTA  
NIM : 09201241018  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Oktober – Desember 2013  
Lokasi Penelitian : SMA Negeri 1 Gamping

Guna dapat terlaksananya penelitian tersebut, kami mohon agar dan bantuan seperlunya.

Atas izin dan kerennan Bapak/Ibu, kami sampaikan terimakasih.

Yogyakarta, 15 September 2013  
Deddiyan, L. L.  
NIP. 19920101990011001

Teknikal:  
L. Korpri SMA Negeri 1 Gamping